Learning@Videos

Charting the Evolution, Success and Growing Popularity of Video-based Learning

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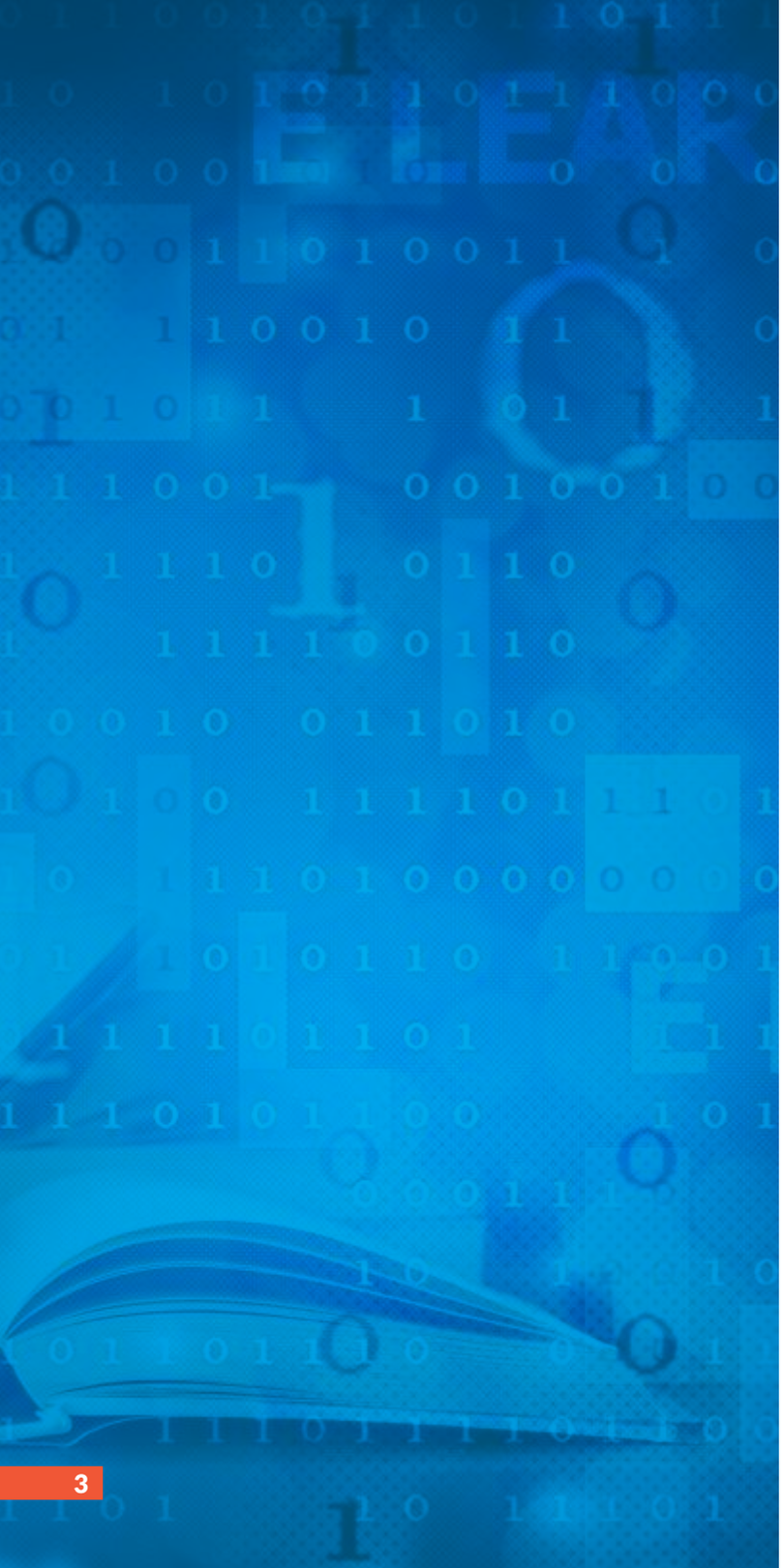

About G-Cube

G-Cube Solutions is a leading CMMi Level 3 e-learning products and services company – with a global delivery and support footprint. Over the last decade, G-Cube has helped hundreds of customers worldwide and across diverse domains. G-Cube has the right mix of experience and expertise to provide tailor-made and company-specific solutions – rather than industry-specific solutions. The solutions are also flexible to meet the evolving needs of customers.

With its focus on innovation and 'WoWing' the customer, G-Cube has won various industry awards, such as the Deloitte Tech Fast 50 India Award for the last five years, multiple Brandon Hall Awards for Excellence in Learning and Technology, the NASSCOM Emerge 50 Award, and multiple Apex Awards for Publication Excellence.

About the Author

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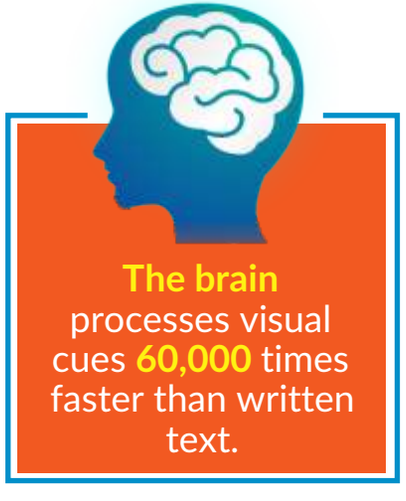
Rahul is a passionate HR professional with 16 years of experience in the training and consulting field. During these years, he has experienced a complete range of program design and delivery. With programs and interventions ranging from purely motivational to highly competence driven, he has worked with varied organizations (such as TCS, Genesis Burson Marsteller and Nucleus Software), consulting companies (FITTI, Chrysalis HRD, Prolife and Vyaktitva) and trainers over the years. At his core, he feels deeply about enabling peak performance in organizations and people through high impact learning & change.

Introduction

Who does not get hooked to a visually appealing video that is full of interesting and entertaining acts! Even a two year old kid today takes up to videos on YouTube as fish takes to water! We all have our favourite programs, channels and genre we like to see in a visual form.

While video format is very well accepted for movies and TV programs, today, its utilization is no longer limited to these. It is a well-known and accepted fact that videos have a positive impact on learning performance as well. **The brain processes visual cues 60,000 times faster than written text.** Videos engage the cognitive processes of learners and promote constructivist learning – where learners make sense of the learning material by creating a coherent mental representation of the same in their minds.

Given the ease, today low cost and high quality possible in a do it yourself mode, video based learning is here not only to stay but to grow phenomenally over the next few years!



Evolution of Learning Videos

1951

- Film produced for students by the federal government, Bert the Turtle teaches kids to “Duck and Cover” to stay safe in case of a Soviet nuclear attack.
- The Ford Foundation issued its very first grant, for what would eventually become National Educational Television (NET).

1968

- Educational phenomena “Sesame Street” introduced
- Over 4000 episodes of “Sesame Street” delivered to over 120 countries

1980

- VHS tapes and VCRs gave educators the ability to customize programming for students, albeit with limited content, high-cost storage, no menus or fast skipping.

1995

- Came the DVD, which provided the ability for educators to navigate video faster and offer far better quality video content.

1997

- Digital subscriber line (DSL) internet modem began to rollout.
- Before this point, dial-up internet had provided basic online functions such as email and web navigation, but the video aspect remained severely lacking.

2002

- Cable modems with broadband speeds, a new era was heralded in video-based learning with video curator sites YouTube. Today these sites are some of the world’s most popular educational resources. With YouTube Edu, educators can now upload their videos and access students directly.

2004

- Increases in bandwidth and availability allowed Internet users to download over 10 times faster than dial-up still not enough in to stream video without extreme buffering, but a major change from VHS just 10 years earlier.

2005

- EDU is the movement towards OpenCourseWare (OCW), begun by MIT in 2002 which evolved into Massive Open Online Courses, or MOOCs. The most important MOOCs are collaborations between several universities, and feature video lectures by top professors designed for the web.

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Video Learning-Coming of Age

What is Video Based Learning ?

The term “video-based learning” is used in the sciences of learning and cognition to designate knowledge or skills acquired by being taught via video.

Key Elements

- One of the critical attribute of video is the use of both auditory and visual cues. Visual symbols provide primary source of information and the audio symbols are utilized to elaborate information.
- Effectiveness of learning is dependent on length of the learning chunks. For learning to be more meaningful and effective, smaller chunks of videos are most suitable.
- A popular model for motivation attributes four major factors that come into play when we talk of effective learning. The model defines four conditions as attention, relevance, confidence and satisfaction. Video-based learning has the ability to provide all these attributes and thus supports effective learning.
- Video-based learning that provides control of content selection to the learner is most effective for corporate learners. Take the popular TED Talks as an example - TEDx is also available as an app and curates videos on locally-driven ideas, elevating them to a global stage.

In Video, visual symbols are the primary source of information and audio symbols elaborate that information

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Fact Capsule

According to a report by Cisco, Video already accounts for 57% of all internet traffic – though all of it is not for learning, the fact is that videos are easily available and accessible.

Top Benefits of Video Based Learning

- **Cost-effective:** Video content can be created in-house which is inexpensive and provides a platform to collaborate as well as share knowledge for corporate learners.
- **Ease of creation and scalability:** Even hand-held devices such as mobiles and tablets can be well utilized to create learning videos.
- **Distribution:** With appropriate platform – and there are many available now, videos are easy to upload and share on the internet.

Why Does Video Based Learning Stick with Learners ?

- Short learning videos can be developed that encapsulate concepts or topics through a mix of minimalistic text and basic graphics – **Easy to create. Easy to consume**
- Videos have a humanizing effect on the content – **Videos not only teach, they inspire**
- Videos can illustrating processes through images, graphics or simple animations – **Videos are a powerful support tool**
- Videos bring in a touch of entertainment- **Videos are fun**
- The Presenter can bring in variations in speech, add a joke or anecdote to help learners connect better with the topic – **Videos don't have to be always serious!**

How Do the Learning Styles Link to Video Based Learning

Famous exponents of organizational learning, David Kolb and Roger Fry developed a learning style inventory which was designed to identify learners in accordance to the preferred learning styles of concrete experience, abstract conceptualization, reflective observation and active experimentation.

Do videos provide concrete experience?

Through visual representation, videos can provide an experience that the learner is able to relate to very well. Since videos can invoke true 'feeling' in the minds of the learners, they align to the needs of the learners who prefer 'concrete experience'

Do videos provide reflective observation?

This is where videos are the most effective. By observing what is being shown the learner assimilates a worth of knowledge and imbibes skills easily.

Do videos provide abstract conceptualization?

With real life examples and scenarios, learners can put themselves in new and unknown situations but still have the confidence of dealing with them. Practical knowledge is thus extracted out of videos.

Do videos provide active experimentation?

Though videos do not provide a platform for active experimentation, they definitely support it by enabling the learner to do so by watching step by step demonstration by an expert.

Given that videos score 3.5 out of 4 on major identified learning styles, no wonder this is closely co-related to its evident success and ever-growing popularity.

Fact File:
The Future of Learning

Massive Open Online Courses (MOOCs) have offered a whole new perspective for openness by providing unlimited learning opportunities – a large chunk of it is video-based. MOOCs were established in the early 2000s, based on the pedagogy approach and on connectivity. Learning objectives are pre-defined by teachers who impart their knowledge through short video lectures, often followed by simple e-assessment tasks. In more recent times, new forms of MOOCs have also emerged that include in-class and online video-based learning activities.

Flipped classrooms utilize the video-based learning model that allows instructors to spend more time discussing problems, queries and practical aspects of the learning course within a classroom. Learners watch video lectures as homework and learn from them. Flipped learning is becoming an evident choice for more and more learning enthusiasts as videos are the fastest and easiest way to cover basic concepts, examples and demonstrations that can be taken up outside a classroom.

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Design & deliver video based learning for success

When to use Video-based Learning?

- Videos as Course welcome
- Videos as Icebreakers
- Videos to Start Group Discussion
- Videos as Mini-lectures
- Videos with Simulations or Demonstrations

Types of Videos: How to Choose the Right Strategy?

- **Contextual Videos:**
  Video gives you the power to visually represent real world situations in which the concepts you are teaching come into play. This is incredibly useful in bringing abstract theories into focus as well as illustrate real events or activities.

When to choose?

- When the course content is theoretical
- When the course content is new or unfamiliar
- When learners are new to the medium of e-learning

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- **Demonstration videos:**

  Actual recorded demonstration, animations or simulated videos – all have the power to show learners how to do a task which has a stronger impact than just a textual description of how itis done.

When to choose?

- When the course requires to share skills
- When the actual activity is hazardous to try out without any prior practical know-how
- When the activity includes multiple steps

- **Analogy Videos:**

  Analogies help learners to develop cognitive shortcuts to use as a reference when trying to problem solve in real life. Videos can create compelling visual analogies that are more likely to be remembered.

When to choose?

- When explaining new concepts or processes
- When explaining multiple concepts within a course
- When aiming to increase retention

- **Illustrative Videos:**

  Illustrative examples are a great way of concretely defining the topic at hand. Illustrations and graphics bring clarity and ensure that learners have a deep understanding of a particular concept.

When to choose?

- When videos have to be budget-friendly
- When limited internet bandwidth is available
- When creating a multi-device delivery

- **Learner Generated Videos:**

  The Internet can be utilized to facilitate knowledge sharing through learner generated videos. By encouraging learners to upload their own videos, it is an opportunity for them to share their knowledge.

When to choose?

- When learners crave social or peer learning
- When thought leadership has to be encouraged
- When content variety is required

How to Design a Successful Video Based Learning Experience?

Creating video-based content for learning takes more than just sharing information in video format. Video based content needs to be aligned with strengths as well as weaknesses of the medium.

- **Video format:**

  The first thing to decide upon is the format - animation, live action or simply a walkthrough. Timelines of development and deployment will also have to be finalized as per budgets. The mode of production will also be taken into consideration so to ascertain whether production will be in-house or external resources will be hired to create the video.

- **Production mode:**

  Choosing the right production mode is also a crucial step. The advantage of in-house creatives is that you have the ability to personally address any orall project roadblocks to create content with speed and accuracy. However the disadvantage is: maintaining in-house resources for video creation is a costly affair and does not make financial sense for many.

  Among the many advantages of employing external creatives is that you are not limited to a particular skill-set, style or even by geographic location. External agencies can also provide multiple videos, as per the learning needs and course content. The disadvantage of this mode is that in-person collaboration is difficult and often long drawn. Also, quality is an issue, if the client and agency do not agree on aesthetics, design and other issues. It is wise to choose the one that best suits your organizational as well as learning goals.

- **Video script**:

  It is important to create the script in collaboration or at least vetting it with in-house content experts like the content marketing team. The learning video needs to reflect the company's voice and tone and the relevant teams can guide the developers in that direction. Also, some videos have too much script and too little visual context. Use visuals to describe complex concept and save your words for something impactful or to re-enforce facts. This will help avoid getting the video too long as well.

- **Appropriate audio:**

  Most videos have background music and it is a determining factor whether the video makes the necessary impact on the audiences. Chosen music must reflect values associated with your brand. Many videos also use an audio voice-over. If a voice actor is employed for this, it is essential that your directions are clear and easy to follow. Providing them with a script and expecting them to execute is just not enough. It is important to give them direction as to various nuances to be included, important sections and so on.

- **The final review:**

  The review of the video is the last step that again, cannot be undervalued. Start by reviewing every second of the footage. Read over any and all textual content within the video. Review the audio, separately to fish out inconsistencies or errors. It is also a good idea to have an internal as well as external review done to make sure that the quality of video is perfect.

Implementing a successful video-based learning intervention

The first step to this, just like implementing any other kind of learning within an organization - is to get organized. Establish objectives and basic goals that learning intervention needs to satisfy.

- **Creating and Curating Content:**

  Video-based content is varied – choose the one that is best suited for your audiences. Curate the content best to make sure that learners can find the topics that they need quickly and efficiently. Provide the learners to like or share videos that they have best learnt from – increasing learner participation as well as guiding developers to get an insight on what kind of content is best accepted.

- **Assessments:**

  Within short bursts of video-based learning, assessments and practice tests can be built in to provide a break from learning as well as a tool to measure the effectiveness of learning. An effective video platform can measure user interaction, engagement, and course assessment as well as completion scores. Administrators can use the analytics to continue to provide content that is effective and take down videos that have proven to be ineffective. Analytics like these can provide quantitative insights to content planning.

- **Bandwidth issues:**

  Video- based learning offers an excellent user experience but tends to take up bandwidth and cannot work with slow network connections. Organizations that are serious about adopting video-based learning strategy should make allowances to view video content offline as well to cater to learners who face a problem of slow internet connection. Strategies at the development stage can also make videos lighter and make sure that they work with slow connections as well – for instances using lightweight images, simpler animations and so on.

- **Security issues:**

  Training content within an organization is its intellectual property. If the organization wants to keep the training content private, public video hosting sites like YouTube have to be avoided. Instead they can host the content on their LMS and have a tight control on who can view, share or download videos from the organizational LMS.

G-CUBE'S Experience in Delivering Video Based Learning

There are many ways of creating a video-based learning module – Here are three strategies that have shown exceptionally positive response from our cauldron of e-learning experience.

Short video-based learning nuggets

Our client, a leading training organization believed that the approach to acquiring good communication skills is more than assimilation of knowledge. For them, the chosen medium for such a well-rounded training had always been classroom environment, which provides opportunities for close social and inter-personal interactions. While classroom environment is definitely a strong platform to impart communication skills, especially physical skills, it also has some definite shortcomings – primarily low retention rates and lesser reach. To provide learners with a continuous learning experience we created an online/on-demand library of modules that extends and expands learning beyond the walls of a classroom.

- To create the videos quickly and efficiently, we studied classroom learning material and extracted the essential points from each module.
- These points were then suitably arranged and packaged to create visual appeal. With bulleted format and soothing background as well as text colors, the content was easy to read.
- Keeping in tune with the needs of quick re-enforcements, each module was kept short – providing nuggets of relevant tips on presentation and business communication to help learner retain and apply more.
- Graphics were kept bare minimum – so as to make sure that the attention of the learners did not waver. Also, this helped in keeping the videos light – so that it could be accessed on all devices and with varying internet speeds.
- Audio accompaniment made sure that learner could choose to just 'hear' the module and learn instantly – without the need to look into a screen.
- With a multi-device delivery, the videos could be accessed through a desktop computer or laptop, at home or office, and even while travelling, through smart-phones and other handhelds. Classroom training was thus re-iterated, enhanced, and re-enforced to create a learning experience that best benefited the learner.

Click here to know more. http://www.gc-solutions.net/resources/case-study/index.html#communispond

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Incorporating real life images and videos

For a leading automobiles manufacturer, we created a series of video-based technical process courses – on manufacturing and maintenance of cars. Considering the limited timelines to get the courses up as well as budgetary constraints, we created the courses with the help of real-life videos and images.

- The base content for the e-courses was directly extracted from the SMEs through verbal dialogs, photographs and video as well as audio recordings.
- Photographs and videos were also utilized as a part of the e-courses.
- Keeping it simple, the videos were shot at actual locations like factory floors – showing the learners the nitty-gritty of various processes.
- Audio accompaniment was later added and synched with videos to make the delivery more impactful.
- Real-life videos made sure that learners find an instant connection with the learning material.

Click here to know more. http://www.gc-solutions.net/resources/case-study/index.html#maruti-suziki

Animated videos

A popular grouse against videos is that they are not easy to create – at least not the ones that have a lasting effect on learners.

For a leading serious games company, we created a whiteboard animation video on 'how to avoid bribery'. The video was incorporated as a part of learning game. The video provided information to the learner to perform better in the game as well as in their professional roles.

- Three distinct chunks of information were delivered through the animation video: a background on anti-bribery law, offences covered in the law, and the ways an organization can protect itself from prosecution under the law.
- In a bid to forge a connection with the learners, G-Cube created a character called Dave- a young employee, who lacks confidence in the face of new responsibilities and sometimes gets overwhelmed by them. By creating such a character and a scenario, we were able to create a certain amount of empathy in the learners.
- The content was infused with humor and light-hearted camaraderie that often exists in working relations between employees. Humor is also introduced to make the characters real – with real fears and real lives. This provides relief for learners as well as 'humanizes' the characters, so that learners can further identify with them and thus learn more.
- With whiteboard animation, a serious concept like 'bribery' was explained and ways of dealing with it illustrated. The animated characters made sure that any racial or other biases did not creep in and the video was suitable for a variety of audiences.

Click here to know more. http://www.gc-solutions.net/resources/case-study/index.html#mgi-case-study

Conclusion

With the increasing popularity and use of videos in learning, it is important to note that learning videos can be extremely diverse in terms of development technology, content as well as learning objectives. For effective video-based learning, developers should continually strive to understand what learners most prefer and employ budget-friendly ways of developing them. For more on this topic, write to info@gc-solutions.net and we will be happy to help!

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