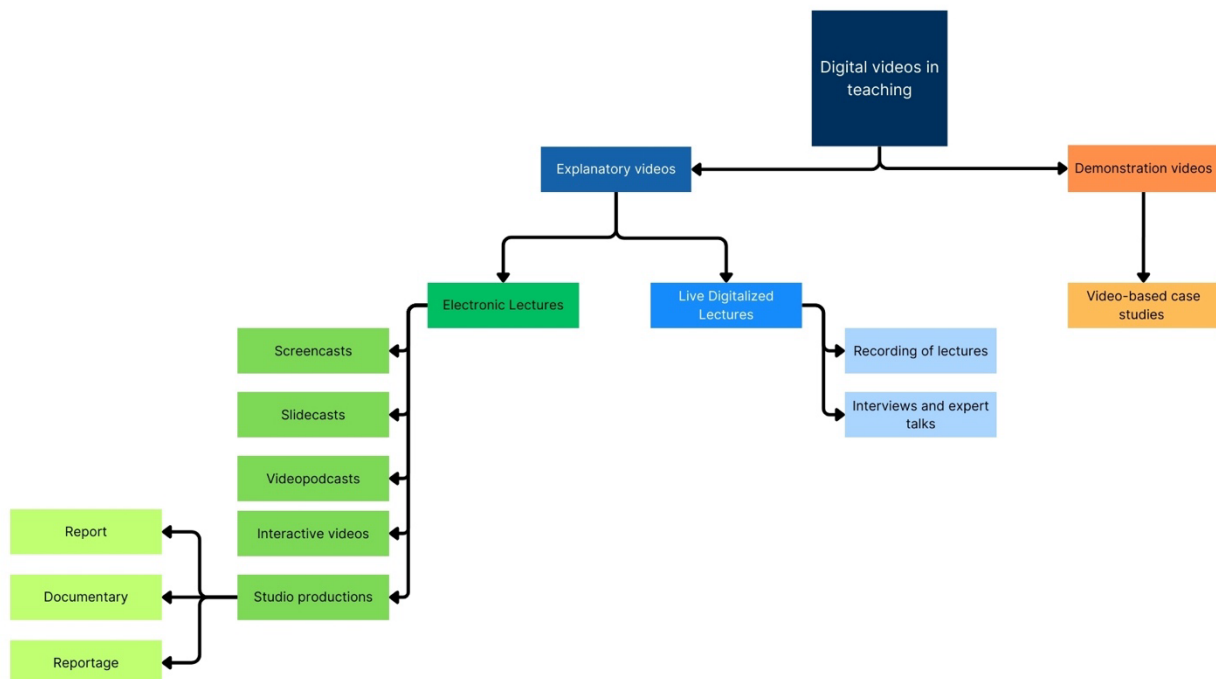


### 3. Different types of teaching/learning videos

Teaching/learning videos are multifunctional and can be used in different formats and for different educational purposes. Choosing the right type of video depends on the specific learning objectives, the content and the needs of the learners. Through the targeted use of different types of videos, teachers can support the learning process and increase the effectiveness of their teaching.

What all video formats in teaching have in common is that they convey learning content audiovisually. In university teaching, teaching/learning videos can basically be divided into two main categories, which differ in terms of content but are not necessarily mutually exclusive. These categories are explanatory videos and demonstration videos:



(Illustration based on Persike 2018)

**Explanatory videos** focus on imparting and explaining knowledge. They are short, concise videos that explain complex topics in a simplified way. They often use a combination of spoken text, images, animations and writing to make concepts understandable. These videos aim to explain concepts and relationships directly and build knowledge systematically.

Explanatory videos are particularly effective in conveying basic principles or processes and are often used in the initial phases of the learning process.

They can be further divided into live digitalised lectures" and electronic lectures.



**The Live Digitalised Lectures include, among others:**

Recordings of lectures

Lecture recordings are videos of live lectures. These can be provided either as complete recordings or in segmented, topic-specific clips. Lecture recordings offer students the opportunity to catch up on or repeat the subject matter, which is particularly useful for exam preparation.

(Harder, n. D.)  
(Persike 2018)

Interviews und expert talks

Interviews and expert presentations bring the perspectives and knowledge of specialists directly to learners. Such videos offer insights into current research, practical examples and professional experience. They can serve as inspiration and enrich theoretical lessons with real-life application examples.

(TU Graz Lehr- und Lerntechnologien, 2001)  
(Persike 2018)

**The Electronic Lectures include, among others:**

Screencasts

Screencasts are video recordings of screen activities, often accompanied by a spoken commentary. They are particularly useful for demonstrating software applications, programming and online services. Screencasts allow learners to see and understand the entire process in real time, which is particularly beneficial for technical and practical subjects. Depending on their content and design, screencasts can be categorised as both explanatory videos and demonstration videos.

(TU Graz Lehr- und Lerntechnologien, 2001)  
(Krause, 2024b)  
(Persike 2018)

Slidecasts

Slidecasts are a special form of teaching and learning videos that consist of a combination of presentation slides and an accompanying audio commentary. They are essentially recorded presentations in which the visual content of the slides is supplemented by a verbal explanation.

(Persike 2018)



## Videopodcasts

Videopodcasts are a form of teaching and learning videos that are characterised by their flexibility and wide availability. They combine visual and audio elements and are often published at regular intervals, similar to traditional podcasts, but with video content.

The main features of videopodcasts are:

1. **Regular publication:** video podcasts are often published in a series format, with each episode dealing with a specific topic.
2. **Visual and audio content:** In addition to the audio track, video podcasts also contain visual elements such as presentations, interviews, demonstrations or animations.
3. **Broad accessibility:** They are usually available via various platforms such as YouTube, Vimeo or special podcast apps, which makes them easy to access.
4. **Didactic flexibility:** video podcasts can utilise a variety of didactic methods, from traditional lectures and explanatory videos to interviews and discussion rounds.
5. **Mobility:** They can be viewed on mobile devices such as smartphones and tablets, so they enable learning regardless of location.

Video podcasts are particularly effective for teaching current and relevant topics as they can be updated regularly. They are well suited for use in higher education and professional development as they are flexible, easily accessible and appeal to a variety of learning styles.

## Interactive videos

Interactive videos integrate elements that require active participation from learners, such as quizzes, decision-making points or tasks that need to be solved during the video. This type of video increases engagement and interactivity, encourages active engagement with the learning material and supports self-monitoring of the learning progress.

(Krause, 2024b)

## Studio productions

Studio productions are a professional sub-form of educational videos that are created in a controlled environment. These videos often use high-quality equipment and specialised technology to ensure high production quality.

They usually include reports, documentaries and reportages.

## Reports

A report, as used in news programmes, is used to provide a few minutes of in-depth coverage of a process or issue. This structure is also used in newspapers:

1. **Description of the event:** The event is first described.



2. **Background:** This is followed by an explanation of how the event came about.
3. **Consequences:** The effects of the event are named.
4. **Evaluation:** Finally, the result is evaluated.

### Reportages

Reportages have a pronounced narrative component and aim to actively involve the audience in the events through authentic descriptions. In contrast to reports, there is less distance between the journalist and what is being shown. The reporter is often part of the action, suffers along or tries out topics covered on camera. This personal involvement is emphasised by the reporter's frequent visual presence and commentary.

### Dokumentation

In comparison to reports and features, documentaries are more analytical and emphasise the author's distance from the topic being discussed. There is little room for personal opinions. Another characteristic of documentaries is the time gap between the event shown and the publication. Documentaries offer a comprehensive overview and should be self-contained. Educational films that are considered documentaries should not last longer than 15 minutes, whereby the terms "film" and "video" are often used synonymously.

(Krause, 2024b)

**Demonstration** videos, on the other hand, are teaching/learning videos that have no primary explanatory character. They show practical examples or real-life scenarios without explicitly explaining the content. Typical examples are:

- Recordings of teaching situations
- Videos of therapy sessions
- Recordings of social situations for the purpose of videography

Demonstration videos show practical actions and processes that are often difficult to convey using text or static images alone. They are often used in scientific, medical or technical subjects to illustrate experiments, procedures or manual activities. The learning content in demonstration videos is not formulated directly; learners have to understand it themselves by analysing and reflecting on it. These videos become effective for learning through a didactic framework that helps learners to interpret and understand the content shown.

However, sometimes the distinction between explanatory videos and demonstration videos isn't clear. In film studies, for example, educational videos can contain both explanatory and demonstrative elements. Such a video could first introduce film theory content in a textbook-like manner, then show a sequence from a feature film and finally link this sequence to the previously explained knowledge. In such cases, the explanatory and demonstrative character alternate, and the film sequences shown only become effective for learning through the didactic embedding.



(Persike, 2018)

(Harder, o. D.)

### Video-based case studies

Video-based case studies present real or simulated scenarios that learners have to analyse and solve. They promote critical thinking, problem-solving skills and the application of theoretical knowledge in practical contexts. Video-based case studies are particularly popular in business, medicine, social work and law.

(Krause, 2024b)



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