



5. Didactic integration of teaching/learning videos

The didactic embedding of teaching/learning videos is crucial to their success in the educational process. A well thought-out integration of these videos into lessons ensures that they are not used in isolation, but as an integral part of a comprehensive teaching concept.

Defining learning objectives

Before a teaching/learning video is created or integrated into the lesson, clear goals and learning objectives should be defined. What should learners learn from the video? What skills should they acquire? These considerations will help you to organise the content of the video in a targeted manner and embed it in the lesson in the best possible way.

→ Please note the didactic reduction:

Didactic reduction refers to the process of simplifying and adapting complex learning content in order to make it understandable and accessible to learners. The main aim is to emphasise the essential concepts and core ideas without losing the integrity of the content.

(However, didactic reduction also harbours challenges. Excessively abstract representations or oversimplifications can impair learning success. This happens either because the subject matter is not perceived as sufficiently challenging by the learners, or because oversimplifications cause technical and factual errors that can lead to misunderstandings and misinterpretations, which is why it is important to find a balance between simplification and depth of content).

Types of didactic reduction:

1. Structural reduction: In this form, the learning material is reduced to its basic structures and elements. The aim is to emphasise the fundamental connections and principles of a topic while omitting less relevant details. This helps learners to better understand the essential aspects of a topic.
2. Content reduction: This involves reducing the content to the necessary minimum by omitting certain topics or details. This method is often used to make the learning material more manageable and to avoid excessive demands.
3. Linguistic reduction: This type of reduction focusses on simplifying the language. Complex technical terms and long sentences are presented in simple and understandable language in order to increase comprehensibility.

(Ebner/Schön 2017)

(Krause, 2024a)



Integration into the classroom

Teaching/learning videos should be integrated into a didactic framework that supports and complements their use. This can be done through preparation and follow-up in class. Before the video is played, an introduction to the topic can be given to pique the learners' interest and prepare them for the content. After watching the video, the content should be deepened through discussions, tasks or practical exercises. In this way, what is shown in the video is actively processed and consolidated.

(Krause, 2024a)

Promote interactivity and engagement

Teaching/learning videos can be enhanced by interactive elements such as questions, quizzes or tasks that can be answered directly in the video. This interactivity encourages active engagement with the learning material and deepens understanding. Such elements can also increase learner engagement and maintain their attention for the entire duration of the video.

(Krause, 2024a)

Reflection and feedback

A reflection should take place after the use of teaching/learning videos. Teachers can obtain feedback from learners to find out how the video was recorded and whether the learning objectives were achieved. This feedback can be used to improve future videos and further optimise the didactic embedding.

(Ebner/Schön 2017)

Technical and organisational framework conditions

Finally, the technical and organisational framework conditions must also be taken into account. The videos should be made available on a platform that is accessible to all learners and in a quality that does not hinder learning. In addition teachers should ensure that all learners have the necessary technical requirements to be able to play the videos without any problems.

Overall, the didactic embedding of teaching/learning videos is a complex process that requires careful planning and continuous reflection. Used correctly, these videos can significantly support and enrich learning.

(Krause, 2024a)



Sources:

Ebner, M. & Schön, S. (2017). Lern- und Lehrvideos: Gestaltung, Produktion, Einsatz. In Handbuch E-Learning. https://www.researchgate.net/publication/320921379_Lern-_und_Lehrvideos_Gestaltung_Produktion_Einsatz

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