


The use of Teaching Films in distance learning: what works?

 A teaching film is 'a film created to meet a specific learning outcome, for the purposes of enhancing student learning and / or experience.'



79 postgraduate

Campus and distance learning students, studying Social Science courses at the University of Birmingham, completed an open question survey.

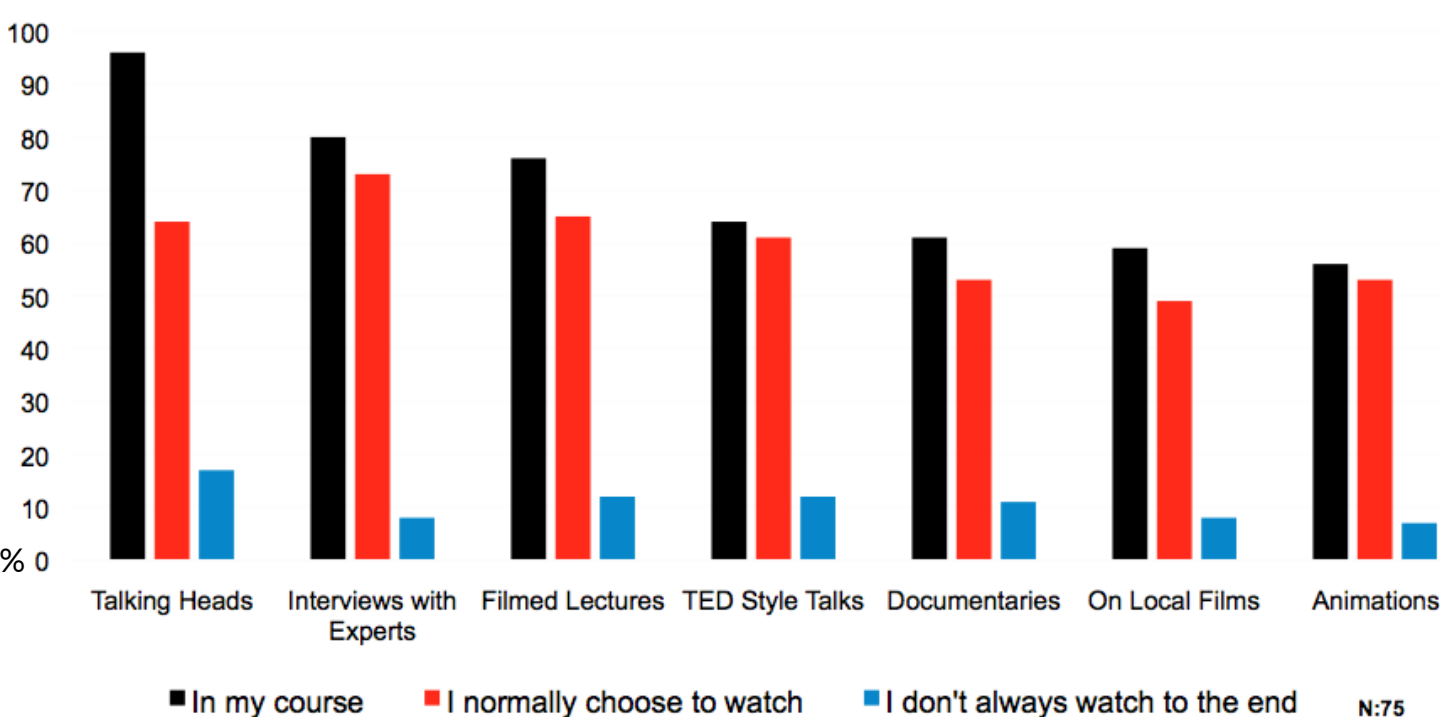


Finding

The quality of the teaching rather than the technology itself is perceived to have the most impact on student learning and experience.



Films featured on courses and most likely to be watched

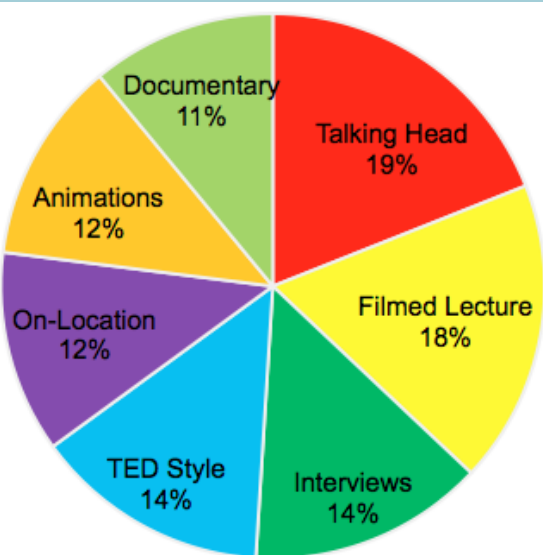


'They [students] like them [teaching films] but that doesn't mean they are learning from them, but it is a good proxy for that...It could be that they are just livening up the module and making them generally predisposed to learning. It could be indirect. I don't think we have the answers there.' D/L Programme Lead



Films perceived to have the greatest impact on learning

Of 79 responses:



popular enhancements

- 78% of 79 students said on screen prompts, such as questions, helped increase engagement and critical thinking.
- Over a quarter of students said they learnt more from just reading the transcripts, when available, than watching the films.
- Slides, highlighting key information, are popular to accompany longer films.

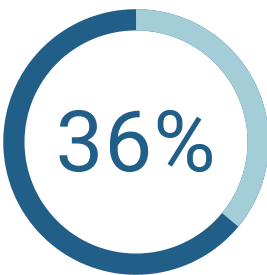


'I like the prompts and quizzes at the end because it does make me reflect and if I can't answer it, I will go back and watch it again.' D/L Student

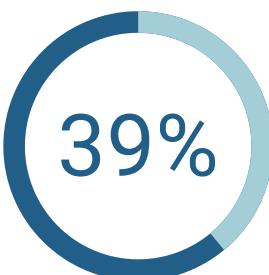


Students' preferred length of teaching film

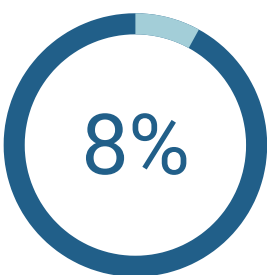
Of 79 responses



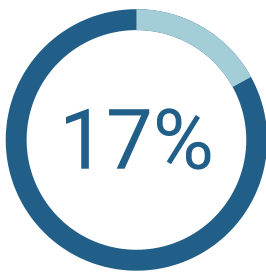
less than 5 mins



5 - 15 mins



16 - 25 mins



25 mins plus



The type of film also influenced the preferred length of film. Filmed lectures, documentaries, TED style talks and on-location films were considered more desirable to be of longer duration than animations, talking heads and interviews.

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