

# Chapter 29

## Video Design for Online Courses

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### **ABSTRACT**

*With the widespread use of instructional technology in the classroom environment, learning materials are designed according to the interests and needs of learners at different levels. These materials offer flexibility to learners and teachers about time and space. In the information age we live in, many digital materials are used to make learning more effective and permanent. When it comes to digital material, digital texts, videos, presentations, simulations, and animations come to mind. Videos that appeal to both visual and auditory senses appear as important teaching materials. Educational videos, one of the important digital learning resources, are also used in both traditional teaching and contemporary learning approaches. Many studies have shown that educational videos are a very important learning tool in face-to-face and online learning environments. In this context, the aim of this chapter is to talk about the design of educational videos that can be used in online courses in accordance with the principles of multimedia.*

### **INTRODUCTION**

Education has traditionally been practiced in the classroom for many years. Likewise, most of the education in schools today takes place in the classroom environment. Before the technological developments that became widespread in the 2000s, the last universal teaching material in learning consisted of printed books. Teaching materials have an essential role in teaching as they motivate learners during the course, support immediate access to information in terms of efficiency, prepare individual research environments, and support collaborative learning. It also has an important role in teaching with its quality that supports learning (Akkoyunlu, 2002). It has been stated that teaching materials contribute significantly to learning and are regarded as important tools in active learning and individual learning (Kristanto & others, 2017).

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The developments in learning and technology in the last ten years have provided significant improvements in terms of quality, impact, convenience and cost of learning (Ünsal, 2010). According to (Reiser, 2007, p. 2), instructional technology is “applications in which human resources are designed to provide more effective teaching in the teaching-learning process”. With the widespread use of instructional technology in the classroom environment, learning materials are designed according to the interests and needs of learners at different levels. These materials offer flexibility to learners and teachers about time and space. Therefore, learners and teachers have the opportunity to easily access these materials with tablets, smartphones, and computers.

According to ISTE(2017), teachers stated that they should be individuals who are aware of current learning and teaching approaches, constantly update their professional knowledge with the networks they use, follow the technological innovations and developments in the field of education and may apply all these in the course process. In the information age we live in, many digital materials are used to make learning more effective and permanent. When it comes to digital material, digital texts, videos, presentations, simulations, and animations come to mind. In addition, videos that appeal to both visual and auditory senses appear as important teaching materials.

When it comes to video, only moving images come to mind first. Videos can be defined as materials that allow people to see real objects and picture sequences and listen to the subject, giving unlimited repetition. The origin of the word video is the Latin verb “to see” (Cassidy, 2004). With the advantages it offers, video can be said to be quite effective in learning compared to other multimedia elements and instructional technology products (Laaser & Toloza, 2017). The fact that the visual is animated allows the student to perceive a process better, to see how a system works, moves and performs. Video does not just offer a one-way learning-teaching process. At the same time, it is a teaching material suitable for student-based learning approaches with the opportunities it offers (Rayens & Ellis, 2018).

It is a technology that can provide vivid explanations to convey the subject that is difficult to explain through video, information and text. Videos are defined as pedagogical tools with many benefits in educational environments. These benefits can be counted as effective learning in retention and recall, motivation and ease of visualization of information (Berk, 2009; Richard E Mayer, 2017). In addition, video has strengths such as demonstration, dramatization, visual evidence and affective appeal (Cruse, 2006; Donkor, 2011).

## **General Features of the Educational Video**

We can list the general features of the educational video as follows (Beheshti, Taşpolat, Kaya, & Sapanca, 2018): Increase social interaction, educational videos shared on social media platforms increase social interaction between individuals.

**Unlimited Accessibility:** Learners can access video content from any technological device (Smart-phone, tablet, PC, etc.). They can do this whenever and wherever they want. In other words, there is a use of video independent of time and place. Providing individual learning environment, the video has a repeatability feature. It offers learners the opportunity to learn by themselves, learning takes place under the learner’s control. Simple delivery can create an archive of resources thanks to its saving and storage features. Learning Executive System, on the other hand, presents content that is easily accessible and uploadable. Improves motivation and concentration levels: studies have shown that videos have positive effects on learners’ motivation and concentration.

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