**Pedagogical benefits**

There are many benefits to using video in education as shown in several decades of research. Salman Khan in ['Let's use video to reinvent education'](http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html) (20 mins) describes the transformative way video can impact on teaching and learning and encourages teachers to consider the [flipped classroom model](http://www.uq.edu.au/tediteach/flipped-classroom/index.html) where learners can digest lecture content at their pace and explore content more deeply during class time.

See [The Art of Educational videos](http://teche.ltc.mq.edu.au/art-educational-videos/) by Macquarie University for the breadth of approaches to making effective videos.

**Facilitating thinking and problem solving**

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organisational skills. (Bijnens, N.D.)

**Assisting with mastery learning**

In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote ‘active viewing’ approaches with students (Galbraith, 2004).

**Inspiring and engaging students**

More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

* increased student motivation
* enhanced learning experience
* higher marks
* development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject
* development of learner autonomy
* enhanced team working and communication skills
* a source of evidence relating to skills for interviews
* learning resources for future cohorts to use
* opportunities for staff development (CPD). (p.3)

**Authentic learning opportunities**

The work of Kearney and colleagues show the benefits of using video to produce authentic learning opportunities for students (Kearney and Campbell 2010; Kearney and Schuck, 2006), and how ‘ivideos’ encourage academic rigour from an advocacy, research based perspective.

[**Networked learning**](http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html)

* [Useful Links](http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html#links)
* [Academic Papers](http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html#papers)

Allam, C. (2006) in Bijnens, M., Vanbuel, M., Verstegen, S., Young C., [Handbook on Digital Video and Audio in Education](http://www.uq.edu.au/teach/video-teach-learn/www.videoaktiv.org), Creating and using audio and video material for educational purposes, The Videoaktiv Project.

[The Dial-e framework Digital Artefacts for Learner Engagement](http://dial-e.net/what-is-the-dial-e/) was developed to support the pedagogically effective use of a range of digital content.

‘Grassroots Video’ is a chapter in the 2008 edition of [*The Horizon Report*](http://net.educause.edu/ir/library/pdf/CSD5320.pdf) and covers the explosion of publically created video content on the Internet.

[Video Use and Higher Education: Options for the Future](http://library.nyu.edu/about/Video_Use_in_Higher_Education.pdf) is a 2009 report of the study of the use of video in twenty higher education institutions in America.

In this Educause article, [Video: The Good the Bad and the Ugly](http://www.educause.edu/ero/article/video-good-bad-and-ugly) Willis (2009) questions ad hoc use of video in education and how it should be used within emerging modes of scholarly production.

Professor Liberatore's Teaching Related Publications:

* [YouTube Fridays: Engaging the Net Generation in 5 Minutes a Week](http://rheology.mines.edu/Resources/Publications/2010_Liberatore_CEE.pdf). Published 2010.
* [Improved Student Achievement Using Personalized Online Homework for a Course in Material and Energy Balances](http://rheology.mines.edu/Resources/Publications/2011_Liberatore_CEE_OHW.pdf). Published 2011.
* [Problem Solving in Twelve Steps for Introductory Thermodynamics](http://rheology.mines.edu/Resources/Publications/2011_Liberatore%20CEE_TT.pdf). Published 2011.
* [YouTube Fridays: Student led development of engineering estimate problems](http://rheology.mines.edu/Resources/Publications/2012_Liberatore_AEE.pdf). Published 2012.
* [Two Mintues of Reflection Improves Teaching](http://rheology.mines.edu/Resources/Publications/2012_Liberatore%20CEE_TT%20Reflection.pdf). Published 2012.
* [Online in Reverse](http://www.prism-magazine.org/nov12/tt_02.cfm). Highlighted 2012.
* [Student-created homework problems based on YouTube videos](http://rheology.mines.edu/Resources/Publications/2013_Liberatore_CEE_Youtube.pdf). Published 2013.
* [You Tube Fridays](http://rheology.mines.edu/Youtube.html): A collection of videos used in classes

http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html