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cadre21.org

Preuve et attestation de développement professionnel

Vidéo créative 1 - Explorateur



Description:

La formation Vidéo créative propose d'explorer quatre différents aspects de l'utilisation de la vidéo dans un contexte d'apprentissage :

l'utilisation à des fins pédagogiques d'une vidéo existante,
la création de tutoriels ou de vidéos pédagogiques,
l'utilisation de la vidéo dans le cadre de la documentation des apprentissages ou de la rétroaction et
la création de projets vidéos en classe

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1 - Quel est votre point de vue ou votre première réflexion sur le thème de la vidéo créative ?

I'm excited to integrate videos into my teaching and to encourage other teachers to do so. I think that there's a reason that our students like spending so much time watching YouTube and other kinds of videos. I think that they can be a very effective tool for instructors; and I think that students could get a lot out of producing videos for their classes. The skills that one uses to structure a good essay are not so different from the skills that one uses to structure an instructive video lesson; and there are a host of other skills and capacities that students can practice in creating videos as well.

2 - Comment cette posture/approche pédagogique pourrait-elle s’insérer dans votre enseignement ?

I'm especially interested in flipped classrooms lately. I am finding that a lot of students don't have much of a 'culture' or habit of reading at home, which has sometimes made it quite difficult to get them to do the readings for my courses. (I've tried everything! Annotated readings, guiding questions, etc. I've even made my own selections of texts, divided them up into short sections or paragraphs, and had guiding questions for each individual paragraph in order to break the whole reading down into small, digestible sections.) By using video lectures that they consult at home, I could actually have students do more reading and writing in class. With the emergence of ChatGPT, this is also a way to know that they're putting time into their writing.

3 - Quel serait l'impact (motivation, engagement, réussite) sur les personnes apprenantes d'intégrer la vidéo créative à votre pratique ?

One of the things that occurs to me now is that not all teachers are gifted lecturers. Students intuitively know the difference between good and bad instructional videos. Good videos are well organized, introduce information in an appropriate order and at an appropriate pace; they summarize important points where necessary; they sustain interest by posing interesting questions and then slowly moving through the reflections needed to solve the problem, etc. I think that some instructors could actually improve their lectures by taking the time to make good videos—in the same way that, I think, taking time to write good essays makes one a more effective speaker on the subject and improves one's linguistic ability. So I think that instructors could improve their lecturing skills (whether recorded and edited or live) in a way that will benefit their students. I also think that the flexibility that video lectures offers for students can allow for in-class time to be used in more interesting ways. And I think that giving students the chance to create their own videos could also help them become better communicators and reflect on how they want to present and share information in different contexts.