

# Using video to enliven student learning: Lessons learned from an introductory environmental science class

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# Why use videos?

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- To meaningfully engage students in course material (elicit response)
- To broaden access through multiple learning styles
- To introduce the wide range of research at NSOE without requiring guest lectures

# Three video formats

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- Documentaries - coupled with discussion sessions
- Short videos - Playposit and in-class
- Pre-recorded lectures - Camtasia



# IF A TREE FALLS

A STORY OF THE EARTH LIBERATION FRONT

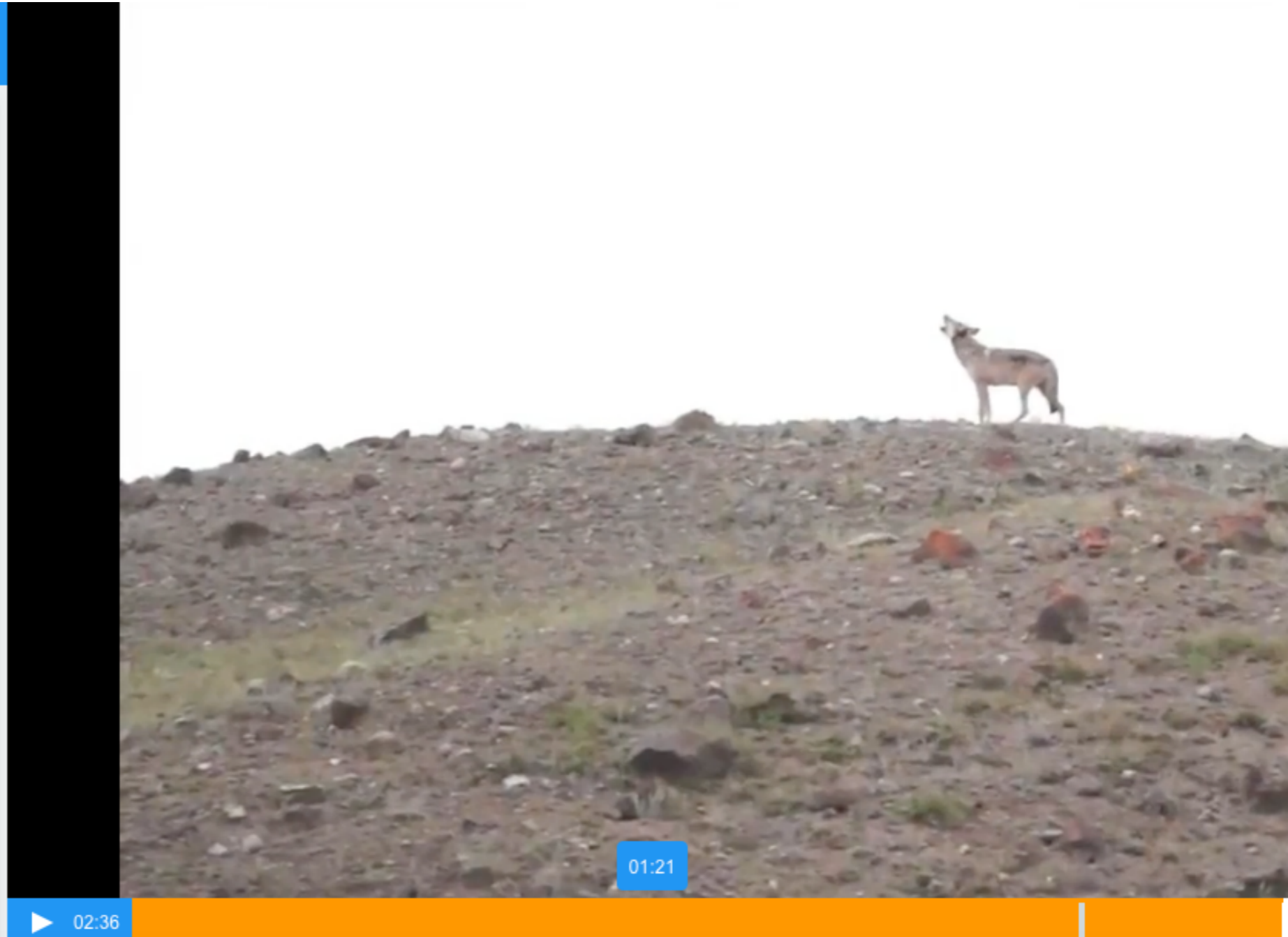


Documentaries  
(available through Duke Library)

Coupled discussion sessions  
in small groups

What effects did the wolf re-introduction have on the 'trophic cascade' of the ecological community?

- Deer populations were held in check.
- Small mammal populations were able to thrive.
- Trees and shrubs were able to regenerate.
- Bear populations increased due to increased food availability.



Playposit  
Available through CIT

Allows for annotation, quizzes, reflection



## Ecosystem structure and community dynamics

Pre-recorded lectures  
Camtasia software

Short guest lectures that are re-usable

# Challenges and opportunities

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- Technology is straightforward and supported by CIT and NSOE
- Redundancy at NSOE redirected my efforts
- Scheduling with colleagues is... a nightmare
- Assessment is difficult; relying on quizzes and informal student feedback
- Invitations to movie night continue the conversation