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

Rebecca Vidra, Nicholas School of the Environment
Duke University
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Why use videos?

• 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

- Documentaries - coupled with discussion sessions
- Short videos - Playposit and in-class
- Pre-recorded lectures - Camtasia
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.
Ecosystem structure and community dynamics

Pre-recorded lectures
Camtasia software

Short guest lectures that are reusable
Challenges and opportunities

- 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