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Deploying H5P Interactive Video To Displace F2F Learning In Blended Learning

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Summary of Context

A Year 1 Business Mathematics module (n = 30-40) is being re-configured for blended learning. Displacing some of the face to face teaching with video resources (such as YouTube clips) or narrated PowerPoint slides can provide for one-way “transmission” of information/learning. H5P interactive video on the other hand provides for the student to “interact” with the video content. In the mathematics domain, a 20-minute-long video might contain 4 interaction points where the student must “answer” a math problem which has been “taught” in the foregoing video. Immediate formative feedback is provided, with or without the opportunity to re-attempt. As an activity in Moodle, individual and group performance data allows the lecturer to address “muddy points” as well as to identify “at risk” students.

Objectives

- To offer students more flexibility about when and where they learn thus reducing travel time and costs as well as facilitating students with family or work commitments.
- To provide learning resources which are, in some ways, superior to face to face learning.
- To introduce students to blended learning in order to help them become self-regulated learners and ultimately, life-long learners.
- To build up a collection of reusable resources which, over time will reduce lecturer-learner contact time.

Student response

“I thinkthe little questionnaires in them (the H5P videos) really really help, because it’s kind of like some people just put on the video and let us listen, whereas when you put in the questions like oh; I have to pay attention. So, it puts you in the mindset; I’m in class, I need to participate....”

“...it gave you a chance to actually do it yourself as well. So that it’s kind of good in a way ‘cause you could rewind the video and watch it again just to make sure that you got the question right. Or if you got it wrong at least you could go back and see where you went wrong.”

Observations/Reflections

The displaced face to face time needs to be of value to the students. Allow the students to select the hour to be displaced.

A weekly “drumbeat” needs to be established. Students know that they must engage with the video in advance of say Tuesday’s class.

Send a text reminder each week (more effective than email).

Observe the Moodle logs weekly to monitor engagement.