USING VIDEO IN
TEACHER TRAINING AND DEVELOPMENT

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ABOUT THIS HANDBOOK

This e-handbook was created to promote the use of video in education and, in particular, video pedagogy, both in initial teacher training and continuing development as a teacher. The examples of this handbook aim to be practical tools that can be applied in various levels and fields of education.

Although videos have been used for decades in education and training, advanced technology, online learning and digital pedagogy have increased the possibilities and the role of video in the teaching and learning process. Usually both teachers and students carry a powerful device - the smartphone - with them most of the time, but it is often not used to its full potential. In recent years teacher training programmes around the world have been teaching and adapting the use of video around pedagogical practices. However, there are many teachers and teacher trainers who do not understand how or why they should use video as part of teacher professional development. This is the goal of this ebook: to provide hands-on exercises that will enable teachers and teacher trainers to use video in professional development. The initial chapters focus on the use of video in teacher professional development while the later chapters go on to illustrate how teachers can themselves use video in their teaching.

Each chapter begins with learning tasks. The tasks require real activity on your part. You will need some technical tools such as smartphones, a computer, a video camera and editing software. Some require working in a pair or a small group. We encourage the users of this e-handbook to create their own material. Do not worry too much or criticise yourself about the quality of your videos. The goal is not to produce commercial quality video. The intended learning outcome is to help you get more out of videos and use them in a pedagogically sound way that actually helps teachers.

After the learning tasks you will find brief notes about the tasks and things to consider. The links provided in the text link to online videos or other internet locations. Therefore, it is possible that over time, some of the resources will no longer be available.

The handbook does not go into detail with technical minutiae regarding different tools, formats and software. The spectrum of tools, formats and software related to video changes constantly - something that is available free of charge right now, might not be available in one year's time. Standards may change and tools may become more or less widely available. We recommend searching for new and suitable tools - and trying out different ones to learn what suits you best. Tinkering with new tools is a great way to learn!

This handbook draws on the practical work, research and development of video pedagogy by **Oulu University of Applied Sciences School of Professional Teacher Education** and **Swiss Federal Institute for Vocational Education and Training**.

These video pedagogy resources can be found from the European Training Foundation website. Please join the ETF video pedagogy community.

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USING VIDEO IN TEACHER TRAINING AND DEVELOPMENT

CHAPTER 1: WARM-UP WITH THE CAMERA

This chapter helps you to get started with making videos and making sure you know where to find the tools and the help you might need.

Learning task 1.1: Introduce yourself with a video

Learning outcomes:

- Make a video of yourself
- Perform in front of the camera
- Work with a pair

Let's start with the basics. You need a video recording device to present the basic information about yourself in front of the camera. You also need to record the video and audio. The quality is good enough when the viewer can clearly see you and hear you. Do not worry too much about the professional quality of your first videos. The goal is to set the bar low enough so that you, or any other teacher, can start using video as a tool for teaching and personal development. You are not aiming to reach the level of professional high end quality films or TV productions. Similarly you should not compare your performing skills to professional actors or TV presenters.

Ask your colleague or friend to help you as the camera operator. Tell your operator how your camera (or smartphone) works and what kind of video you want. Help him to record your introduction the way you want it. Keep the camera or smartphone horizontal!

Things to consider

Getting started is often the most difficult thing. We recommend that the learning activity should start right away - in this case by making a very simple video with no added elements. Here the teacher can experience the video making process in a matter of minutes.

You do not need expensive professional tools to make a good quality video recording. Smartphones produce good enough quality for online purposes. Learning to use all the everyday tools you have will be useful in helping students who use whatever recording devices they have at their disposal.

Reviewing your own actions on video is not an easy task. We are often very critical of ourselves. It is very common to feel uncomfortable at first but you will get over it. You probably perform better, sound and look better than you think!

Do not hesitate to reshoot scenes. If you falter or make mistakes, it does not matter. You can always try again and reshoot the scenes.

Example of a very simple video introduction: Two-Minute Self-Introduction Speech.

Figure 1. You can use a smartphone to record video.

Figure 2. An example of framing and the use of a tripod.

VIDEO INTRODUCTION

CHAPTER 2: PREPARE FOR VIDEO OBSERVATION AND REFLECTION

This chapter asks you to learn the tools for making videos.

Learning task 2.1: Choose the right tools

Learning outcomes:

▪ Learn to work with the recording devices you have at hand

▪ Find the equipment available in your organisation

▪ Learn who can help you with the use of video

Find out

▪ Where are the devices in your school / organisation / workplace?

▪ Who is responsible for them?

▪ Who can help you with the acquirement of the tools and with the training of how to use the tools?

▪ Do you have editing software and cloud services provided by your school or workplace?

Things to consider

Educational organisations normally have people who are responsible for the technical equipment. They probably know more about IT, audio-visual equipment, video, cables and electricity than most teachers or students. It's worthwhile to use their expertise. Technical personnel can help you if you need to acquire new tools for the organisation. Perhaps there also is a lending service for audio-visual equipment. If support or technical personnel is not readily available, perhaps you can find another colleague who is knowledgeable in these matters.

Planning and preparation are essential to video-making to save time. Once the filmed activity is taking place it is quite difficult to start fixing issues with your tools. With planning you will save everybody's time. Teamwork is essential. Learn to know and work with the people whose skills are complementary and are useful to a video project. Working together for a video project also develops cooperation skills.

Learning task 2.2: Record your own teaching activity

Learning outcomes:

▪ Set up the recording device in the teaching and learning space

▪ Prepare for the video documentation of teaching activity

▪ Record a teaching activity for reflection or assessment

Choose a particular teaching situation you want to record. For example - a brief instruction of a student's learning task.

Plan how to set up devices in a way that both video and audio will provide enough material of adequate quality. Record the teaching activity. Observe the video to make yourself familiar with your own teaching practice. Write down notes on your teaching.

Things to consider

Often video is considered as a tool for observing the teaching activities of others. However, video can also be used for the purpose of self-observation. Then the video is a tool for documenting one's own teaching activities and an aid for reflection and self-assessment. Video helps teachers to develop and apply their "professional vision", that is their capacity to perceive, understand and evaluate professional behaviour. In the same way, professional athletes often use video recordings of their performances to perfect their skills. Teachers routinely use their professional vision when they observe the competence of their students but it is less usual for them to observe teaching. The video material can be stored for later use.

Thus video can enhance the visibility of particular teaching behaviours and the inherent competences making it possible to revisit or share practice.

Video-based observation and reflection activity is a tool for remembering and recalling. Reviewing the video can take place solo, unaccompanied, or with a trainee or another teacher.

Recording a teaching activity serves both teachers and students. For a teacher the recorded video can be used for reflection and observation of one's own teaching. For students, recorded lessons can provide an opportunity to review the content of the lessons or their own learning activity.

The task in this chapter is mainly technical, but depending on how the video will be used, it is essential that certain things are considered. If you use the video for self-reflection, you want to see and hear enough to remember and understand what happened. If the video is used for assessment and it will be viewed, for example, by a teacher trainer or future employer, the video should appear as realistic and competent as possible. You also might have to consider who or what you can film. There are regulations determining what can be recorded at workplaces and schools. You may need to obtain the consent of the learners or parental permission if the students are minors.

What equipment do you need and what are the limitations? Consider electricity, lights, acoustics of the space. If you are not allowed to film the students, consider how will you set the camera showing only yourself?

Test how far away from the camera and microphone people should speak to still be heard on the video. Also listen to your own voice. Is it clear enough and loud enough for the audio of the video?

Make sure your audio is clear enough and does not pick up disturbance or too much extra noise. Check that the video records the area you need to see on the video.

Visualize the activity you are trying to capture. If you need to see just the teacher then you don't have to worry about showing the students or their reactions. If you are trying to show hands-on teaching of skills, you might need focus on a close up shot.

Figure 3. Teaching practice scenario. The small camera on the left is recording the teacher.

Case example: Making a video of a trainee teacher's teaching practice

A vocational teacher student is about to enter the teaching practice phase at a remote vocational school, located hundreds of kilometers away from the university providing the teacher training programme. The trainee teacher's goal is to practise versatile teaching methods. However, the remote location of the practice school prevents the university tutor from observing the student's teaching directly. Video permits the teaching activities to be recorded and documented making the student teacher's competence using versatile teaching methods visible. Thus the competence can be reviewed by the student herself and assessed later by the tutor at the university.

The student is advised to document the teaching activity with a video so that the student and tutors can review and assess the work afterwards. Video helps the process by providing clear examples, which can be discussed. Video can also help to focus on a particular part or action that took place in the classroom.

Common ways to produce these videos are, for example, setting up a video camera in a place capturing as much as possible. Asking someone else to record clips with a mobile device might be a good idea. Having a web camera recording the activities directly on computer or cloud makes sharing much easier. And some lecture halls may even have an integrated lecture capture system - so the teacher only has to press a button to start recording.

An example of a trainee teacher showing her competence using video: Make Competence Visible with Video. You will notice that the trainee teacher's video work is carefully planned and that she also uses her smartphone to document the teaching from her own student's perspective.

HANDS ON VIDEO MAKING

CHAPTER 3: REFLECTING ON PRACTICE WITH VIDEO

The focus of this chapter is reflecting upon teaching activity with the help of video. You can do the activities alone, but you will get more out of them if you work with a pair or group and you have a chance to share and compare your thoughts.

Learning task 3.1: Watch a video to reflect on teaching activity

Learning outcomes:

▪ Reflect and develop your teaching by watching video examples

▪ Analyze and reflect on teaching activity recorded on video

Choose a video that is publicly available, find or record one that you can use for this task. For example, TED talks (in YouTube) are well crafted public speeches that can be used to develop lectures and lecturing style. Take notes while watching the video based on the following:

▪ What is the core content? Is it clearly communicated?

▪ How often and in what ways does the speaker address the listener?

▪ How does the speaker make contact with the audience?

▪ How does the speaker use examples on own experiences to make his/her point?

▪ How does the speaker use the space?

▪ What kind of visuals are used?

Variation

Do the same task either on your own or with a pair or a small group. Perform the task individually and then compare the observations you made with others. How are your results similar and how do they differ? Why did you make different observations? How does this affect evaluation?

Things to consider

Define your focus to have a clear direction for what you are looking for. The focus of this task is to look at an identified teaching activity and find out how it appears in the video. If you are using TED Talks for this task it makes sense to focus on public speaking, presentation skills and lecturing style. This same specific focus should be the goal for your own development. It should be noted that it is quite difficult to observe multiple things simultaneously - especially if they appear randomly in the video. You end up noticing some items and missing others. Therefore, it is recommended that you clearly define your focus. Random observations will produce mostly random results.

Make sure that the defined teaching activity is observable. For example: you can probably readily observe the structure of the instruction or the teacher's use of space, as long as the teacher is visible and the audio can be heard on the video. On the other hand, it would be difficult to observe something like the teacher's rapport with students if you can't see the students in the video.

This task helps you to develop your professional vision. Recognizing the essentials, the core content of the video is fairly simple if the production of the video had the same, unchanging focus during its entire length. If the video is a wide shot of a classroom where dozens of things are taking place at the same time it is considerably harder to notice and recognize events or series of actions that might be relevant.

For example, the video Teaching Vocational English has very low production standards. Essentially it is a rather low resolution smartphone recording. However, it shows that learning can and will take place outside the traditional classroom. Try to analyse the video and consider the questions in the **Learning task 3.1**.

Learning task 3.2: Peer mentoring and group discussion

Learning outcomes:

▪ Share insights in a group to formulate an understanding of good teaching practices

Get together with your teacher colleagues or fellow student teachers, watch the video depicting your own teaching (**Learning task 2.2**) and reflect on your own teaching activities based on what you observed in the video.

Depending on the length of the video and your group size you need about 30-60 minutes for this activity. Discuss together what you are trying to accomplish. The goal is to develop yourself - not to criticize whoever is on the video. This is especially important if the person in the video is one of the people present in the room. This exercise is about discerning a particular thing in the video and then reflecting your own practice in the light of that visual

example. This activity can lead into watching your own teaching activity on video which is certainly more challenging since we tend to over-criticize ourselves and focus on non-essential details.

Make notes while watching the video. Try to write down your observations as neutrally as you can: what happened on the video and what was your reaction to it? Do not jump to an immediate conclusion or interpretation.

After viewing some or all of the video and the note-making, discuss and compare your notes in the group. What did you see? How did you react to it? How would you manage a similar task or situation? Individuals can extend their insights by combining them with those of others.

Things to consider

The distinctive feature of peer learning is the collective professional vision and collaborative process of reflection.

The video can be made by anyone and does not necessarily showcase anyone in the group. Generally, it is easier to start with a video that isn't featuring one's own teaching. Over time it is valuable to make the shift to observe one's own teaching. It may also be easier to discuss the teaching activity critically if no one from the group is in the video. Exposing your own work and your reflections to others requires good self-esteem and trust within the participants. If a group is viewing a

video of one of the participants, it is good to agree how the feedback and reflection is facilitated. If the goal is to develop pedagogical practices it is vital to focus on particular teaching behaviours or upon desired learning outcomes.

The challenge of separating observation and interpretation should be recognized. In daily life it is quite common to jump to conclusions and make interpretations without making clear how personal experiences and preferences have influenced the thought process. It is easy to state your opinion by saying "I liked it" or "That wasn't very good". But, when it comes to assessment and giving quality feedback those opinions should be linked to credible observations and existing criteria. Especially in the world of education or particularly when exposing your own work to your colleagues, it is very important that opinions aren't just thrown around. Quality assessment and feedback have a distinct focus and a set of criteria and should include ethical thinking that considers the receiver and the goal of the learning activity.

PROFESSIONAL VISION

Figure 4. Watching teaching activity on video and having a discussion.

CHAPTER 4: DEMONSTRATION VIDEOS AND MICRO LESSONS

In this chapter you will learn how to make how-to videos and how to record lectures and teach through 'screen capture'.

Figure 5. A screenshot from the how-to video Video camera instructions Sony HDR AX2000.

Learning task 4.1: Make a how-to video for your students

Learning outcomes:

▪ Teach a particular skill or a task with an instructional video

▪ Plan and sequence the moving images and text or spoken instruction

Choose a simple task or a skill and make a how-to video.

YouTube is full of how-to videos made by companies and individual users. How-to videos show how to perform a specific task, how to learn a certain skill or even show how to use a particular teaching method. First choose the task or skill you want to teach. Choose a manual task that takes place in an accessible environment, e.g. a kitchen, a workshop or a garage. If this is your first how-to video, choose a simple task.

Make a plan. Divide the task you are filming into smaller parts or stages, just like you would to write a recipe for a preparing a dish. If different parts need text or subtitles, write them down. You may want to complement or replace subtitles with a spoken voice over (or narration). A storyboard is a useful way of planning this kind of video. Voice over can be recorded as you film or afterwards in post-production.

If the task is very simple and straight-forward you might get away with one continuous shot. Quite often it is more effective and practical to film at least a couple of shots and use different picture sizes. This means that you have to edit the clips together.

Make your video, save and export it for viewing. Edit the video including text and audio. You can use software like Adobe Spark, DaVinci Resolve or HitFilm Express.

Further information

Before you start creating you own video, search for how-to videos of your own field. You can search in YouTube and in company sites, related to particular products. Some companies may also have their own YouTube channel.

Things to consider

Review your how-to video. Did you show yourself or other persons in the video, or was it totally impersonal? Did you use a variety of shots, close ups, annotation, narration or titles? Do you think the pace of the video is optimal, not too slow or not too fast?

If the video is aiming at triggering a particular activity, it should be stated clearly in the video or in separate instructions. One single video can be used in various ways. Sometimes it makes more sense to write some of the instructions into a separate text field and not edit them into the video. A how-to video of a particular learning exercise can help students to advance in their task right away. A single video can serve multiple purposes depending on how and when the video is included in the teaching and learning process. For example, a group of students can use The Jigsaw Method video as instruction on their team work that they are doing at that moment. A teacher student can use the same video to learn about different teaching methods.

Learning task 4.2: Test your how-to video

Learning outcomes:

▪ Test if your video works in practice

▪ Make improvements in the videos

Ask a colleague or a student to watch your video and perform the task instructed on your video. Ask for feedback: Should something be explained more carefully? Does the video show everything that needs to be seen? Is the video too long?

If you need to change something in the video go back to editing and make the needed changes.

Things to consider

Even though high production value is not the main purpose of video for professional development, it does not mean that there should not be development over time in the quality of the videos. The usability of online material should always be taken into consideration. If the feedback points out that there are things that do not work or for some reason the video isn't helping, some changes should be made.

Common advice is to keep the video short. For example, the length of the how-to video should be closer to 2-5 minutes than 10 minutes. Because of their short duration these videos are considered "micro lessons". One important message per video is enough.

If the instructional video goes on too long and there are too many explanations, it is less likely to keep the viewer focused. Especially if the students watch the video on their own or during their own time. From the education point of view this is a challenge: the teachers do not want to consent to the idea of their students only being interested a few minutes at a time.

Still, keeping it short is fairly useful advice. Shorter videos do not take long to produce. Clear focus on the core content and sequencing the teaching and learning task into smaller units are helpful to the learner.

Watch the following videos and determine how successful they are as how-to videos:

▪ The Jigsaw Method

▪ How to use: Old Singer Sewing machine demonstration

Figure 6. The Good Lecture educational video.

Things to consider

Lecture capture videos are useful especially for those who want to rewatch the lessons. Reviewing study material is an essential part of any learning process. Lecture capture videos can also help students who cannot be physically present in the lesson.

For a teacher lecture capture videos can save time and help reach the wider audience. For example, in the flipped classroom model, the video is often created about something that would otherwise be lectured about again and again in the classroom. Watching a lecture capture could lead to time savings that, in turn, would be used more flexibly for exercises and guiding the students. Good video material can be reused several times and by

different teachers. Especially in larger educational organizations, lecture captures can be produced by a large pool of teachers. Not everyone needs to make their own videos. The large collection of video lectures are the backbone of MOOCs (massive open online course) and the many companies that provide online courses.

Lecture capture is perhaps the most common and simple form of educational video. A lecture capture is usually a recording of teaching, with little or no editing afterwards. In teacher training, a lecture capture can also be used to document teaching competence or likewise it could be used for reflection and observation (tasks in the **Chapter 2** and **3**). Lecture captures and webinars can be used to teach remotely. Webinars have become very common for reaching a wider audiences and for saving the cost of travelling. Many companies, educational institutions, national and EU bodies provide webinars regularly to inform and help the continuing professional development.

Watch the first minutes of the screen capture video Create tutorial - Wink and answer the questions:

▪ Does the video need narration?

▪ Was it instructive and did you learn from it?

▪ How would you change the video to make it better?
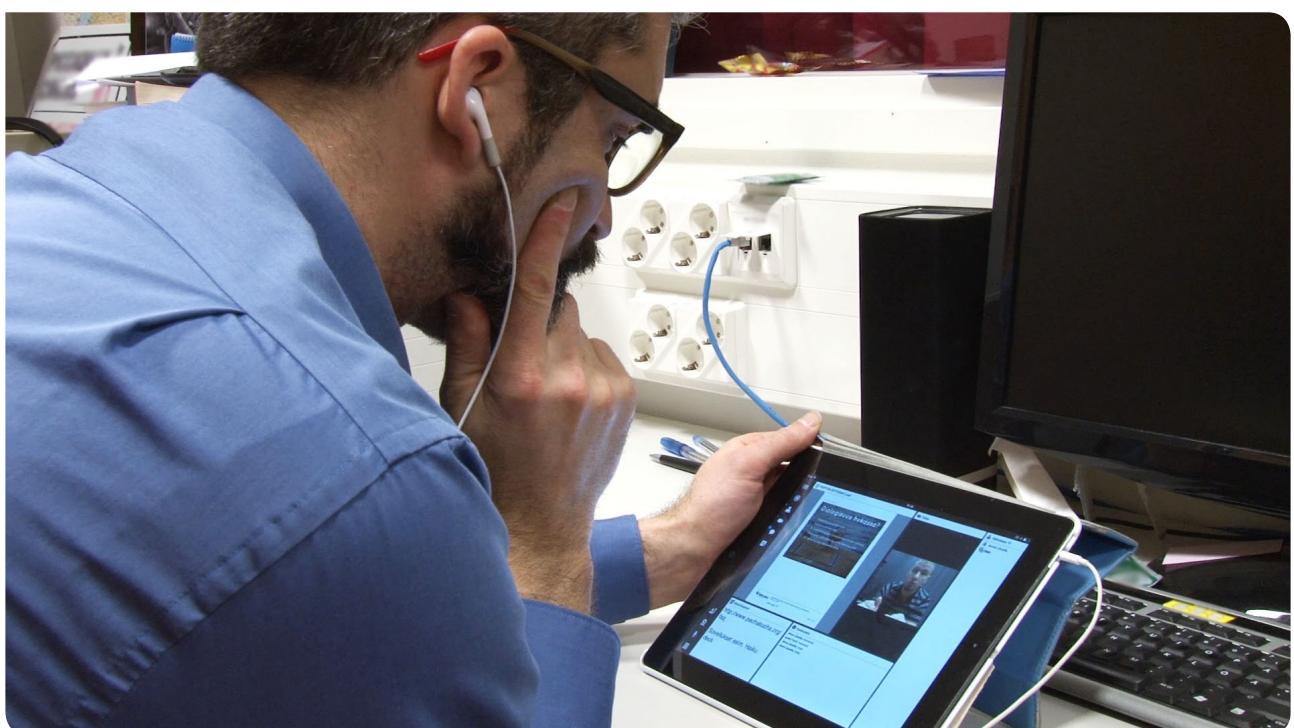
Figure 7. Viewing an online lecture.

DEMONSTRATION VIDEOS

VIDEO ONLINE

CHAPTER 5: PROFESSIONAL VISION

This chapter deals with assessment and evaluation of video pedagogy and video material. You learn to use video annotation tools to enrich video and to engage learners.

Learning task 5.1: Video evaluation

Learning outcomes:

- Evaluate the quality of teaching material

- Develop professional vision as a video pedagogue

- Propose improvements to instructional materials

Watch the short video An example of bad teaching. What makes this bad teaching? What makes this a bad video? Pay attention to camerawork, resolution, sharpness, audio quality, lighting, montage, annotation etc. If you were the lecturer, what would you have done to make the presentation and the video better? How would you use titles and graphics to make the video look more professional?

Things to consider

Once you recognize the pedagogical, technical and even artistic qualities in the video, you can, if you want, develop your videos to draw a bigger audience and to increase their impact. Different standards apply to videos produced by students, videos produced by one teacher for students and videos produced by organisations or institutions. You need to decide how much time and effort are justified by the purpose and audience. Remember that the same video material can be re-edited if the need arises.

Learning task 5.2: Video annotation

Learning outcomes:

- Provide feedback and assessment by annotating a video

- Make audio or text notes on the video

Video annotation works as an assessment and feedback tool. There are several programs that allow you to add your notes in video, image, audio or text format on the video file. This way you don't need to write a separate feedback text or organize a discussion but your comments are attached to the video.

Use a video that you have produced before. Focus on one particular aspect of teaching or competence that can be seen on the video, e.g. a point that you agree with or something that you wish to question.

Choose a video annotation application or a software. Add your comments or questions to the selected points in the video. Save and share the video.

Variations

- You can include a poll in your video in order to engage viewers.

- You can invite learners to annotate videos produced by one another.

Tools

- YouTube still allows adding simple annotations to your video in your channel.

- AchSo! is a free educational tool for video annotation that works on handheld devices.

Things to consider

In this context, professional vision means teacher's ability to see, notice and recognize important and meaningful things (such as competence) in a video. An experienced vocational teacher is likely to be able to recognise professional competence and good pedagogy but they will need to extend their professional vision to understand the characteristics of video and what can be captured and done with video. With preparation and practice teachers can learn to see what works well and how video is enhancing teaching and learning or, alternatively, what mistakes have been made.

Compared to a classroom presentation, the advantages of video are repeatability, accessibility (wider audience) and the possibility to annotate the outcome. On the other hand, the recorded video, even when annotated, lacks interactivity when compared to face-to-face or classroom teaching.

Video annotation adds layers of extra information to the videos, drawing attention to specific points. This annotation can take the form of text, shapes, graphics and voice-over (or narration). Video making has its own editorial tools, such as montage, cropping, pauses, long shots, medium shots and close-ups. These will, when properly used, make it easier to understand the message and concentrate on key messages.

VIDEO FEEDBACK

CHAPTER 6: VIDEO PRODUCTION AND BUILDING A VIDEO LIBRARY

This final chapter deals more with organizational aspects of video production. The tasks aim at creating more scripted video material and building a channel or a website where you collect your videos.

Learning task 6.1: Video production

Learning outcomes:

- Create a video with a story and multiple actors
- Use storytelling to understand and learn from mistakes

Task your learners to make a video that illustrates a number of mistakes that are made in the course of a project, a task or a job. The video will consist of several scenes and more than one actor.

Pre-production

Plan a story and write the script and draw the storyboard. Find out and list all the necessary elements for the video (such as actors, backgrounds/sets, props, music and lighting).

Decide who are the actors, who films (records) the video and who will edit the footage. Do you need a separate director? Also determine if other personnel is needed (such as boom operators), how many assistants the production needs (for example people to move the lights, too transport the cast etc.). Who is responsible for the various permits? Make sure that you can legally show the various backgrounds and company logos on people's clothes.

Production

After completing the pre-production, shoot the video. Note that the recording may easily span several days. Furthermore, many (or most) scenes will need more than one take. Then edit the video, add possible voice-over, text elements or subtitling. Try to colour balance the final video to achieve a uniform look. You will notice that you have to discard much of the raw footage to find the rare perfect shots.

Post-production

Finally, after test showings (and possible re-edits) export the project for viewing. Use the video to stimulate discussion on how mistakes came about and how they could be avoided. Discuss the impact of the video.

Variation

This project could be modified to include learning about regulations, people management or to address particular key competences.

Things to consider

The complete production may take time and be a challenging process. Group work can be stressful. There is no substitute for good planning. If you choose to assign learning time to video storytelling make sure that everyone knows what they are learning.

Stories are wonderful way of delivering meaning. Examples and stories make any teaching material livelier and it is certainly true for video as well. It is a storytelling medium. The story format helps us to remember and the basic structure of a story is understood by pretty much everyone. People engage in stories every day through TV, video and social interactions. Stories can be referred to again and again.

An example video: Apprenticeship Interview.

Learning task 6.2: Video library

Learning outcomes:

▪ Build a video library

▪ Cooperate with colleagues to share instructional materials

A video library is useful if you, together with your learners and/or colleagues, intend to accumulate and share videos over time. You need to plan the scope of the library, who will be involved and how.

Start a YouTube video channel or a website that collects your videos in one place. Include your colleagues or learners. Share your videos and playlist using social media.

Instructions

▪ How to start a YouTube channel

▪ Start a blogging website on Blogger

▪ Start a blogging website on Wordpress

Next steps

Make a plan of what kind of videos you will produce as an organization during the next year. Discuss with your organization how the videos are implemented into your daily work. How can everyone get the most out of them?

If you have a YouTube channel, keep curating it and add more videos. Remember, the videos do not have to be made by you, they can be produced and uploaded by others as well.

Share your videos online. Show your work and extend your network.

Alternatives

Some teachers just like to share their videos through social media, for example, a Facebook group. This may make sense if the videos aim to demonstrate what students are doing or to share experiences. Many videos are not intended to be long term instructional resources.

Things to consider

Quite often larger educational organizations have a strategy to produce digital content that will serve everyone in the organization in the future. This is not done by a small number of people. The aim is to include many staff in producing or at least using and promoting the videos.

Libraries of online videos is a great resource for online courses and material for several teachers

Figure 8. Educational video Dimensions of Teaching.

and students. Library of educational videos can promote the whole school.

Videos will eventually be outdated. The school video channels or website should be curated and maintained. The link may get broken and even content can change - especially if you are using links to videos produced by someone else.

Videos also attract attention in social media. When building an online presence for a school or other educational organization the video production can serve as a marketing tool for students and other customers.

Even if you do not have an organizational library, it is helpful to have your video links in one place. You can easily create video channels based on a single course, a topic or special interest.

The TedEd YouTube channel lists high quality educational videos.

The European Training Foundation curates a YouTube channel in order to communicate with their stakeholders and partners.

City of Bristol College is one of the largest further education colleges in the Great Britain and they have videos on their YouTube channel from the past 10 years.

Cedefop - the European Centre for the Development of Vocational Training - has been collecting videos on their YouTube channel since 2014.

VIDEO STORYTELLING