

TOOLBOX FOR MAKING BLENDED LEARNING VIDEOS

**Document II. Instructional devices**

This chart will help you get your students to that learning moment when everything clicks. **Go through your lecture and identify any parts that match the column on the left**. Then implement the column on the right.

source: trollerderby.tumblr.com

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| **IF what you’re explaining is:** | **THEN use this instructional device:** |
| Foreign, new, or confusing | **Analogy**Analogies connect new concepts with different, but already understood, experiences - thereby making the new concept clearer e.g. to understand how the Internet works, we can use a post office analogy. |
| Abstract or theoretical | **Real-life example**Unlike the analogy, the real-life example doesn’t connect to something different, but instead, shows the concept applied and played out in the real world.**Walk-through**Instead of trying to explain things, just show it. Walk the student through a sample problem or do a demonstration. |
| Long, dry, or boring | **Humour or Anecdote**Schoolteachers are often told to think of their lessons in 5-minute chunks because attention spans wane after that. Using humour or telling a story is a great way to re-engage students at those waning moments. |
| Intricate or complicated | **List**A chunk of speech is hard to remember but turning key points into a list provides hooks on which students can hang their thoughts. Especially if there’s a process involved, having a numbered step-by-step list helps break things down.**Rephrased Repetition**Repeating salient points but saying it differently or approaching it from a different angle helps students have a holistic comprehension. “In other words,...” is a great way to introduce the rephrased repetition. |
| Deceptively simple | **Common mistakes**If you know there are common misunderstandings with what you’re teaching, sometimes the best way to address them is to just bring up the common mistakes and explain the error. |

(Source: Udemy <https://info.udemy.com/scripting-docs.html>)