General Information

vid·e·o [víddee ō] relating to the recording or broadcasting of visual information or entertainment by means of videotape (analog) or computer (digital).

> "*…streaming video technology seems to be a viable tool to complement in-class delivery methods, to accommodate the needs of medical students, and to provide options for meeting the challenges of delivering the undergraduate medical curriculum."* (Bridge, Jackson, & Robinson, 2009)

General Strengths & Weaknesses

UMMS users report *realistic demonstration* as the greatest strength associated with the use of videos in teaching; not able to witness a particular procedure or technique, the video brings life to concepts and personnel. Apreso is reported as "*easy to view*", accessible, and is a reliable review tool. Videos (in general) are reported as interesting and engaging methods for introducing and or presenting "technique-use".

Most *weaknesses* associated with video are reported (by UMMS users) in the context of time cost. Additionally, many cite unpredictable results (embedding), inability to edit and or limited editing support (*YouTube*), variable age and quality, unreliable access (online video), and inconsistency of audio visual equipment in classrooms. Two UMMS users expressed a concern with licensing law and the ethics of teaching with YouTube video.

> *"Videos are fairly simple cartoons. I have used Videos from both ASPET educational resources website and textbook publisher's enhanced on line content"*

"[B-Line's] w*eakness is that only highest level Administrators can activate recording."*

Types of Video Included in this *e*Portfolio

UMMS Produced Video
YouTube
Apreso

LInC Technology Survey

Purpose Statement
Results

Contact UMMS HelpDesk with specific questions about particular video tools.
Contact Colleen Burnham with general questions about the use of video tools.

References

Bridge, P., Jackson, M., & Robinson, L. (2009). The effectiveness of streaming video on medical student learning: A case study. *Med Educ Online , 14* (11), doi: 10.3885/meo.2009.Res00311.