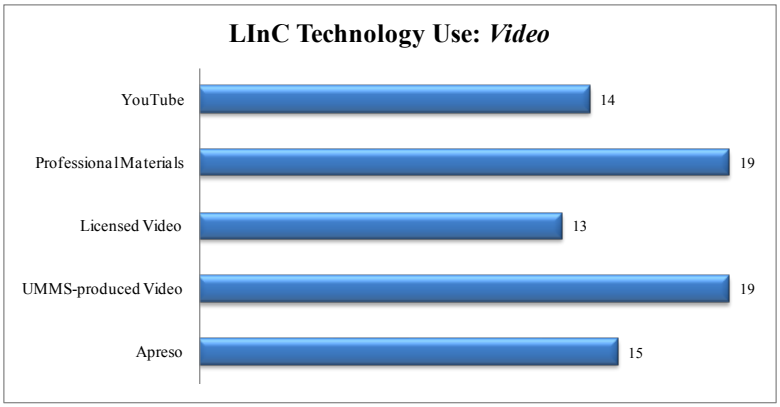
LInC Technology Use Survey for Teaching & Learning: *Video*

Results

Of 58 participants, *44 respondents* report the use of *video* in their teaching. Overall, the rationale for the use of video falls into four general categories: 1) demonstration and training; 2) review (including peer, faculty, and course content); 3) course content/lecture materials; and 4) discussion and collaboration.

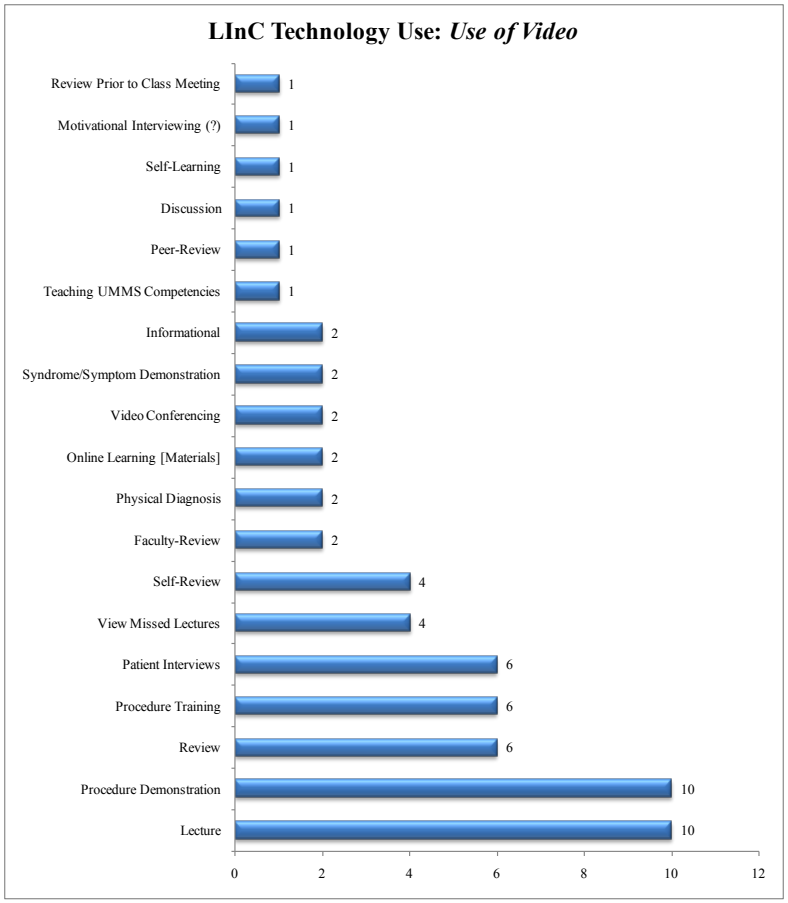


Nineteen report the use of *professional materials*, citing the *demonstration of professionalism* in the context of patient exams, professional interviews, and faculty development. Specific examples of use given are "patients with neurological disorders"; "interviews with patients suffering from advanced illnesses"; and "…use the St Judes website cure4kids for self learning…".

Use of *UMMS-produced videos* was reported by 19 respondents who primarily cite the pre- and review value of Apreso captured lectures. One respondent uses UMMS services to make videos of UMMS students conducting interviews for the purpose of review and critique. Others report the use of: 1) "B line" for self-, peer-, and faculty review; 2) UMMS videos to demonstrate professional doctor-patient dialog and technique; 3) the use of echo images; and 4) motivational interviewing.

Fifteen respondents specifically mention *Apreso* as a tool they use in their teaching, citing pre- and review accessibility for students. Interestingly, one respondent "…uses Apreso to capture Grand Rounds… [to] post on our dept webpage…for department faculty if they wish to review the session or see it for the first time if they missed the live event.

Fourteen participants report using YouTube as a teaching tool, citing accessibility to video for demonstrating points in "an interesting way". One respondent reports "YouTube is a great resource for the clinical years, especially for surgery -- there are great sites that demonstrate knot tying, etc."

Thirteen respondents report the use of licensed videos in their teaching; most cite demonstration of clinical interviewing technique as their rationale. Other uses are procedural training and real video of brain activity.

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