

# Use of Short Videos for Faculty Development in Adaptation of Interactive Teaching Strategies for Virtual Classroom

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## Abstract

The threat associated with physical interaction in teaching and learning timed with the COVID-19 pandemic has rendered faculty in a situation that they were not entirely prepared for. This paper describes a case study where educational videos were used in short format to help faculty progress in their adaptation to virtual teaching. The initiative describes the adaptations done to the videos and making them more accessible to faculty. The channel experienced a 300% increase in viewership. There is an inherent need for training on using virtual classroom tools and adapting teaching strategies to these virtual tools. Using 5-7 minute videos proved useful in this area.

**Keywords:** Educational videos, faculty development, online teaching

## INTRODUCTION

The threat associated with physical interaction in teaching and learning timed with the COVID-19 pandemic has rendered faculty in a situation that they were not entirely prepared for. Faculty have been trained for the use of learning management systems and some relevant applications, but very little preparation has been done to adapt faculty for a complete online teaching platform.<sup>[1]</sup> Once this situation hit and transition was required overnight, faculty started transforming their scientific content into virtual lectures giving very little attention to the interactivity and student engagement needed for actual learning to occur. A massive amount of recorded content was developed over a short span of time, but the actual learning was not achieved.

## CASE REPORT

To support faculty in their quest and new challenge, a playlist of short (7–10 min) videos was developed addressing technical virtual and nontechnical educational skills needed to conduct an interactive virtual classroom ([https://www.youtube.com/playlist?list=PLII\\_B29aYnDB6HrdwtXW6lnSlrIeJ1Xrz](https://www.youtube.com/playlist?list=PLII_B29aYnDB6HrdwtXW6lnSlrIeJ1Xrz)).<sup>[2]</sup>

Each video tackled one skill, either a technical capacity or an interactive teaching method, targeting adaptation of this method to the virtual community. In total, they were a series of 20 short videos, each of which offered illustration for using tools for conducting a virtual classroom like converting PowerPoint to video, using Zoom for conducting a virtual classroom, recording lectures, and using Google Forms for online assessment. Videos for adaptation covered topics such as think–pair–share, 1-min paper, and team-based learning. Videos were publicized among the faculty community of the Middle East North Africa region with special focus on Egyptian universities. Videos were created using Zoom, PowerPoint, and other applications. Each video contained an instructor and a visual hands-on demonstration of the application of the adaptation. Each video started with a short background on the teaching strategy followed by a hands-on visual instruction on a virtual adapted version.

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The channel experienced a 300% increase in viewership as a response to the addition of this playlist with a total of 9433 views and a total watch time of 407.8316 h in 10 days. Most viewers were from Egypt, Saudi Arabia, United Arab Emirates, Germany, United Kingdom, Iraq, Jordan, Kuwait, Libya, Sudan, and United States of America with an average watch time ranging from 1.09 to 4.47 min. Faculty were encouraged to give feedback in the open comment section and to highlight needed engagement strategies to be added to the channel and this resulted in addition of four additional videos with four new strategies. A total of 236 viewers appreciated the videos versus 4 viewers who did not find the videos useful. Videos were shared 290 times during the first 10 days.

### Lessons Learned

As a result of the intervention, we concluded that there is an inherent need for training on using virtual classroom tools and adapting teaching strategies to these virtual tools. We also deduced that use of short 5–7 min videos is an engaging way to approach faculty development in this area. Many virtual methods were highlighted by the viewers to improve the adaptations of faculty for their teaching strategies and

increase student engagement.<sup>[3]</sup> The suggested virtual methods include the use of Zoom breakout rooms for the small group discussions, chat function for answering 1 min paper exercises, “Menti.com” or poll functions to get an overall understanding of student learning, gaming functions for education, e.g., Kahoot.

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### Conflicts of interest

There are no conflicts of interest.

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