

## The Use of Video in Online Learning : Asynchronous Annotating Tools

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### Abstract

Video and YouTube are frequently used in online courses for e-learning, blended learning or for flipping the classroom. They are used in different ways: as an introduction to the content, as a simulation of real world examples, as a guided lesson (flipping the classroom), as a preparation for an in-depth discussion etc... [1] But is it always effective? What about the learning outcome?

It all depends on the way and the moment video is used in the course. Is it a simple teaser, an introduction, or a step in the assimilation or reflection process of the learner? There is in fact a huge difference between watching a video and learning from it, between passive viewing and active learning. In order to learn something, there has to be an interaction with the learner. This interaction can occur on various levels: interaction to the content, to the teacher, to peers.

Therefore it's useful to have a tool to annotate the video and add comments and questions while watching it. Afterwards, the learner can share those notes with the teacher and with his peers. A simple text editor could be used for this annotating purpose, but switching between two screens is not very user-friendly.

In this presentation I will compare two tools for asynchronous annotation where students have a simple text field next to the video: Videonot.es (<http://www.videonot.es/>) and VideoAnt (<https://ant2.cehd.umn.edu/>). Both annotation tools allow the student to identify specific parts in the video and synchronize their annotations.

### References

- [1] Willem Van Valkenburg, Using video: from passive viewing to active learning <http://www.e-learn.nl/2013/06/22/using-video-from-passive-viewing>