

BOOK REVIEW

Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture

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***Enhancing Instruction with Visual Media:
Utilizing Video and Lecture Capture***

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Under the transforming and even revolutionizing era of computers and digital media are, the delivery of certain types of instruction may affect teachers' teaching and students' learning. For this reason, certain technical skills can be viewed as essential. These skills include the ability to operate a computer, use visual media,

software, instant messaging, email, and interact in the virtual world (Roy, 2012). In recent years, more and more projects have been connecting learners around the world without them being in face-to-face contact (Duranti & de Almeida, 2012). It is worth noting that, in educational environments, technical innovations are being introduced to deliver different types of procedural and visual-perceptual skills to learners (Helle & Säljö, 2012).

As technologies advance, educators are facing the task of designing rich instructional content by innovatively applying content development methods to various contexts (Wu, 2013). In addition, there is an interesting phenomenon that most

students have outspoken ideas about how they like knowledge and information to be presented in instruction; some like visual information such as diagrams, pictures, and graphs, whereas others prefer verbal information that can be read or listened to (Kollöffel, 2012).

Therefore, enhancing instruction with visual media and educational technologies can be regarded as one of the most important things to attract students' attention, promote students' learning motivation, and improve learning atmosphere. It is meaningful and timely to share virtual workspace with group members (Xiao & Carrol, 2013) no matter for learning or for working. The book, *Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture*, illustrates how video lectures can enhance instruction and learning. The authors introduce some unique instructional approaches and integrated digital tools, including computers and the varieties of visual media that may impact student's learning outcome and even change the field of education.

In addition to the preface, there are 18 chapters, which cover six main topics, including: (1) E-Collaboration; (2) Flipped or Inverted Classrooms; (3) Interactive Television (ITV); (4) Lecture Capturing; (5) Multimedia Technologies; and (6) Short Instructional Video. A valuable contribution of this book is that the authors give advice on finding Internet video resources for teaching and research and on fostering presence in an online course. Moreover, they describe examples such as presentation capture in counselor education programs, a virtual math tutoring lab for undergraduates, and student-made videos on mobile devices.

Chapter 1 focuses on how higher education is being transformed by digital tools, including the lecture format, bringing about a reversal of homework and class work, guiding students to preview and review, influencing the dialectic of interdisciplinary education, and transforming the communications ontology of the lecture. Chapter 2 aims to help teachers find Internet video resources for teaching and how to advise students to choose appropriate videos through which to learn. Chapter 3 introduces three general types of video lecture tools: (1) lecture capturing tools; (2) web conferencing tools; and (3) video hosting and streaming tools. Chapter 4 presents an overview of the technology tools for creating, editing, implementing and delivering digital media content to enhance instruction. In Chapter 5, the authors demonstrate, through empirical research, the effectiveness of capturing client sessions using a presentation capture application. Their evaluation finds that the software and hardware was easy to use and significantly enhances the quality of a counseling program.

Chapter 6 compares two instruction modes, lecture capture and face-to-face methods, to assessment students' performance and withdrawal rates in undergraduate business courses. According to the results, there is no significant difference between lecture capture and face-to-face methods. Besides, most of students were satisfied with using video instruction. In Chapter 7, the authors introduce a new approach called "Lesson Capture" to reduce the cost of recording technology and still create high quality instructional materials. Then, Chapter 8 discusses that students

prefer screencast assessment over traditional paper or digital text-based comments. This can broaden student understanding of teacher feedback. Chapter 9 presents the construction and implementation of a Virtual Math Lab for undergraduate students, and points out its advantages and disadvantages.

In Chapter 10, the authors introduce a new pedagogy named “Videagogy”. The purpose of this instruction is to use humor and videos to enhance students’ learning and improve their learning motivation. Chapter 11 discusses the benefits of using video and web conferencing tools to support online learning. Chapter 12 explores digital tools such as rich media, videos, and computers to promote social, cognitive, and teaching presence in an online course. Chapter 13 illustrates that we are immersed in a culture of spoken media, written media, and screen media; therefore, educators can integrate both hardware and software with learning strategies to enhance learning. Chapter 14 focuses on using virtual media to improve learning, and mentions multi-sensory experience, which promotes engagement and improves the memorability of learning. Chapter 15 introduces the theory of Bloom’s Taxonomy of Cognitive Domain, especially focusing on The Helix-Flow Curriculum, and presents how to design, create, and implement a course well according to the difficulty level of the content.

Chapter 16 describes what screen media is, how to create it in a more foundational and transferable fashion, and use it in education. Chapter 17 presents one of the currently popular pedagogies called “Flipped/Inverted Learning”. Chapter 18 reminds readers that more and more stu-

dents bring mobile devices into class such as smartphones and tablets; that is, technology has changed students’ daily lives, even impacting their learning strategies. It is believed that students who are interested in education innovations and technological pedagogy, can benefit from this book. In our opinion, educators should use technology well to assist student learning.

Everything can be improved, and this book is certainly no exception. In our opinion, one improvement is related to the content of the book. Although the book introduces the new pedagogy with visual media and provides several cases studies to guide readers as to how to use it well, it is targeted to specific subjects in the curriculum and may not be applicable certain subject such as Math, or helpful to teachers who are not familiar with the use of visual media. Accordingly, we suggest this book could provide additional information and further explanation on how to use visual media.

Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture is a highly recommendable book that is well-organized, well-written, and well-integrated. Thus, the authors were able to systematically address and analyze each of the components of this immense subject, providing clear-cut explanations and specific examples to explicitly and successfully get their points across to the reader. It illustrates the wide range of applications of educational technologies in a way that will inform readers, students, educators and researchers in scanning the comprehensive spectrum of current trends and investigating ways to improve education quality. The cases, terms and no-

tions covered are described in simple and comprehensible language, using grounded and intelligible examples. In this context, it is only logical to conclude that this book will be of particular interest and utility to a wide range of readers.

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