April 22, 2015

Using a Video-Based Syllabus for Self-Regulated Learning

Gail Samdperil

Available at: https://works.bepress.com/gail_samdperil/3/
During the first day of a class, valuable time is usually spent reviewing the course syllabus. Depending on the length of the syllabus, this process could take a significant amount of time, which then takes away from valuable class time. In an effort to “set the scene” and clearly identify course objectives and expectations, a video-based review of the course syllabus can be utilized. The video allows the instructor to introduce themselves to the class and explain any, and all, points of the syllabus. By doing this, all students are acutely aware of the class requirements and expectations. The instructor is able to upload a prerecorded video, using Echo 360, to Blackboard prior to the beginning of class. Communication between the instructor and students is able to begin as soon as the course is made available on Blackboard. The use of a video-based syllabus in a class, either on-ground or on-line, allows the instructor to clearly communicate elements of the course syllabus, review academic expectations, establish workload, explain assignments, and, ultimately, establish a tone for the semester, which will promote a learning environment.