

Where to... find video material to use for teaching purposes?

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Teaching is an essential part of most academics' work, and a fair share of early career researchers will already have started teaching while working on their PhD. But regardless of your level of teaching experience, you will always be confronted with the challenge of retaining your students' attention in class and trying to maximize their learning outcome.

This brief focusses on one approach to this end: incorporating videos in your teaching practice.

First, let's recall that there are different learning styles. Some students will gain most from reading the assigned literature, others are more the listening type and will learn a lot during the face-to-face class time, yet others will benefit most from discussing the course content or reorganizing/rewriting their notes. Incorporating videos can thus help bring certain concepts closer to those that are more the visual learners.

Beyond accommodating different learning styles, videos are a useful visual stimulus to grab students' attention. If you want your students to remain alert during your 90min class, a good approach is to break up the session in smaller blocs of different activities, typically a lecture, class discussions, group work, and student presentations. Videos could be used as another bloc in this teaching routine or be used to break up a larger lecture bloc into smaller slots that better accommodate the average attention span of 10-15min.

If used in class, the videos themselves should generally not be too long (5-7min). But longer videos can work well too, for example if you interrupt the video at relevant moments to initiate a discussion.

Longer videos are also less problematic if used as "flipped classroom" material, meaning that you ask students to watch the videos ahead of class. They can then choose the most suitable moment for them to do this preparation and watch the videos at their own pace.

The videos themselves can serve different didactic purposes, such as detailing a concept, providing background information on a given topic, or spurring critical discussions. In the bigger scheme of things, incorporating videos in your teaching contributes to fostering digital literacy.

Pro tip: turn on the automated captions of the videos so that non-natives can read along as they watch and not miss out due to language problems.

Now that I've made (somewhat of) a case for using videos in your teaching, let me give you a few resources that can be used for teaching various classes related to global environmental governance. Different videos are clustered under themes such as *Environmental Agreements*, *Climate Change*, *Science & Knowledge*, or *NGOs & Activism*.

While the list surely won't ever be exhaustive, we intend to make this a "living document" which I'll regularly update. If you have useful resources you want to share with the community, please e-mail me at [jennifer.bansard\[at\]uni-potsdam.de](mailto:jennifer.bansard@uni-potsdam.de). Also, if you come to use these resources in your classes, I'd be interested in hearing about your experience! Your input is much appreciated ☺

General

- [Global Environmental Governance: Fixing a troubled system](#)
- [Sustainable development](#)
- [UN Conference on the Human Environment](#)
- [UN General Assembly](#)

Key Figures

- [Vandana Shiva](#)
- [Wangari Maathai](#)

Environmental Agreements

- [Land Degradation Neutrality](#)
- [Desertification UNCCD](#)
- [HELCOM](#)
- [Inside story of the Paris climate agreement by Christiana Figueres](#)
- [Paris Agreement: Last Week Tonight with John Oliver](#)
- [The Arctic Council Explained](#)
- [The Areas Beyond National Jurisdiction Program](#)
- [What Are the High Seas? Why Do They Need Help?](#)
- [The Montreal Protocol, narrated by Sir David Attenborough](#)

Science & Knowledge

- [Citizen science](#)
- [Co-production](#)
- [Forest monitoring to help curb effects of climate change](#)
- [Maarten Hajer on policy science interface](#)
- [Monarch Tagging](#)
- [Vandana Shiva on indigenous knowledge](#)

NGOs & Activism

- [Environmental defenders](#)
- [Greenpeace 40 Years](#)
- [Greenpeace story](#)
- [Melati and Isabel Wijsen - World Oceans Day 2017](#)
- [New York climate change march](#)
- [Transition Town Totnes: where we've come from](#)

Private Sector

- [Bottled water industry](#)
- [Fairphone: Buy a phone, start a movement](#)
- [Fashion designs made from pineapples](#)
- [Germany & car-sharing](#)
- [Mexico's avocado boom](#)
- [Mountaintop Removal](#)
- [Paying for Climate Change: A Reinsurance Industry View](#)
- [Philips Indoor Farming](#)

Indigenous People

- [Conservation a pretext to evict Indigenous peoples](#)
- [Free Prior Informed Consent](#)
- [Indigenous People Demand Climate Justice](#)

Cities

- [An Introduction to C40 - Cycling through 5 megacities](#)
- [Cities in Focus](#)
- [Decoding Urban Climate Change Resilience](#)
- [ICLEI at COP21](#)
- [Transition Town Totnes: where we've come from](#)

Biodiversity

- [Ecosystem services](#)
- [European Forests](#)
- [Introduction to REDD+](#)
- [Payment for Ecosystem Services](#)
- [State of the World's forests](#)

Climate change

- [Chasing Ice Trailer](#)
- [Climate change 101](#)
- [Inside story of the Paris climate agreement by Christiana Figueres](#)
- [New York climate change march](#)
- [Paris Agreement: Last Week Tonight with John Oliver](#)
- [Paying for Climate Change: A Reinsurance Industry View](#)
- [The Stern review](#)

Environmental Problems

- [Acid rain](#)
- [Climate change 101](#)
- [Ozone depletion](#)

Focusing Events

- [Chernobyl accident](#)
- [Exxon Valdez disaster](#)