PRODUCING CASE STUDY VIDEOS

Top tips from Donald Chi, associate professor in the School of Dentistry, on developing a strategy to shift from printed to video case studies for your courses.

1. **Aim for quality over quantity**
Chi recommends starting small, and focusing on producing only one or two videos at first. Students are accustomed to technology, and savvy about video. They know if something is poorly made when they see it. Chi and colleagues narrowed their focus and chose three dental health topics that could be illustrated through short, well-made videos.

2. **Assemble a team and access UW support**
Chi suggests involving people with expertise in producing videos and not being afraid to ask for help. UW Video provides services to the entire University community; faculty can also tap hourly videographers or Communication graduate students who are adept at visual storytelling and need a project. Chi says volunteer actors, film editors and videographers often need the practice and are happy to participate in this type of project. He recruited his sister, who had finished studying film at the UW, to direct and produce the videos. They worked together with a team of psychologists to craft the story and dialogue. Tapping such video expertise, from writing to filming to acquiring talent (actors), is more likely to produce positive results, with videos that will engage students.

3. **Prepare a case for funding and start with a pilot**
To support the costs involved in producing high-quality video, Chi sought funding from multiple sources to support his project. He put together a business plan based on three pilot videos and articulated a strong case for visual storytelling as a pedagogical tool. As evidence, he cited the Commission on Dental Accreditation, which encourages the use of technology such as video to enhance the educational experience of dental students while improving the learning environment.

4. **Keep it short**
Students don’t need one-hour videos. A typical video in the dental school is about 10 minutes long. That’s plenty of time for a detailed narrative that won’t overwhelm.

5. **Remember that video isn’t a substitute for face-to-face teaching**
Video does not stand alone. In problem-based learning using case studies, video is another tool for learning. It is most effective when paired with group discussions led by a facilitator.

**COMPARING VIDEO VS. PAPER CASE STUDIES**
Chi’s research revealed that dental students who received a video case for study reported better affective, cognitive and overall learning outcomes than students who received a paper case. “We found significant statistical differences,” he said. “Across all measures, the videos were much better at improving student outcomes.”

Read more about how Donald Chi navigated the shift to video in [Showing rather than telling at UW’s School of Dentistry](http://uw.edu/trends/innovators), part of the Innovators Among Us series at uw.edu/trends/innovators.