**Video in university mathematics education – selected references**

*List developed by Olov Viirman*

Bukhatwa, B., Porter, A., & Nelson, M. (2013). Video resources for supporting learning in mathematics rich disciplines: A teaching perspective. *ANZIAM Journal, 53*, C606--C620.

Paper taking a teacher’s perspective on the production of online video resources. Contains some detail on successful approaches and on how to overcome technical difficulties.

Croft, T., Duah, F., & Loch, B. (2013). ‘I’m worried about the correctness’: undergraduate students as producers of screencasts of mathematical explanations for their peers – lecturer and student perceptions. *International Journal of Mathematical Education in Science and Technology, 44*(7), 1045-1055.

Paper on lecturers’ and students’ views on student-created screencasts of mathematical explanations.

Galligan, L., Loch, B., McDonald, C., & Taylor, J. A. (2010). The use of tablet and related technologies in mathematics teaching. *Australian Senior Mathematics Journal, 24*(1), 38-51.

Paper detailing the various ways in which tablet pc’s have been used in mathematics teaching at an Australian university.

Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement: an empirical study of MOOC videos. Paper presented at the Proceedings of the first ACM conference on Learning @ scale conference, Atlanta, Georgia, USA.

Large-scale study of what aspects of online video production increase student engagement. Not specific to mathematics, however.

Kay, R., & Kletskin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computers & Education, 59*(2), 619-627.

Study focusing on evaluating the effectiveness of problem-based video podcasts aimed at pre-calculus students.

Loch, B., Gill, O., & Croft, T. (2012). Complementing mathematics support with online MathsCasts. *ANZIAM Journal, 53*, C561--C575.

Paper focusing on students’ use of mathematical screencasts in the context of math support.

Loch, B., & McLoughlin, C. (2011). An instructional design model for screencasting: Engaging students in self-regulated learning. *Changing Demands, Changing Directions. Proceedings Ascilite Hobart*, 816-821.

Paper on using an instructional design approach when producing mathematical screencasts.

Mullamphy, D. F. (2013). Screencasting and its effect on the traditional lecture. *ANZIAM Journal, 53*, C592--C605.

Study investigating what effects extensive access to mathematics screencasts has on students study habits and on their attitudes towards traditional lectures and tutorials.

Talbert, R. (2014). Inverting the Linear Algebra Classroom. *PRIMUS, 24*(5), 361-374.

Case study describing an inverted classroom model for teaching linear algebra at university. Gives a fairly detailed description of how to design flipped classroom activities on different scales.

Yoon, C., & Sneddon, J. (2011). Student perceptions of effective use of tablet PC recorded lectures in undergraduate mathematics courses. *International Journal of Mathematical Education in Science and Technology, 42*(4), 425-445.

Study investigating how and why undergraduate students use video recorded lectures, and how this use was associated with lecture attendance and final grade.