

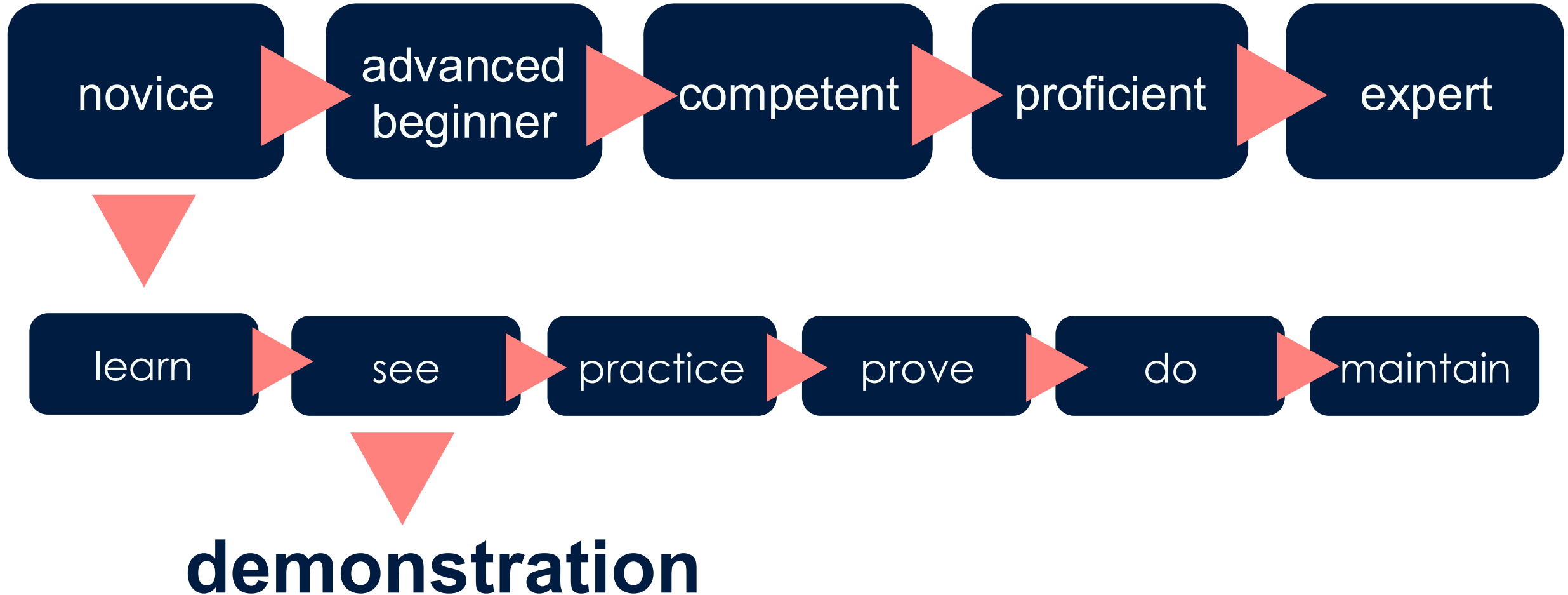
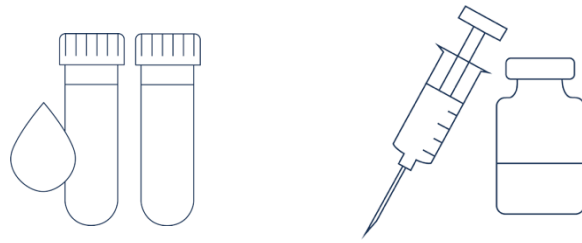


Real-life or video demonstration?

Evidence on learning outcomes of students' psychomotor skill performances in health professions education

Greet Leysens

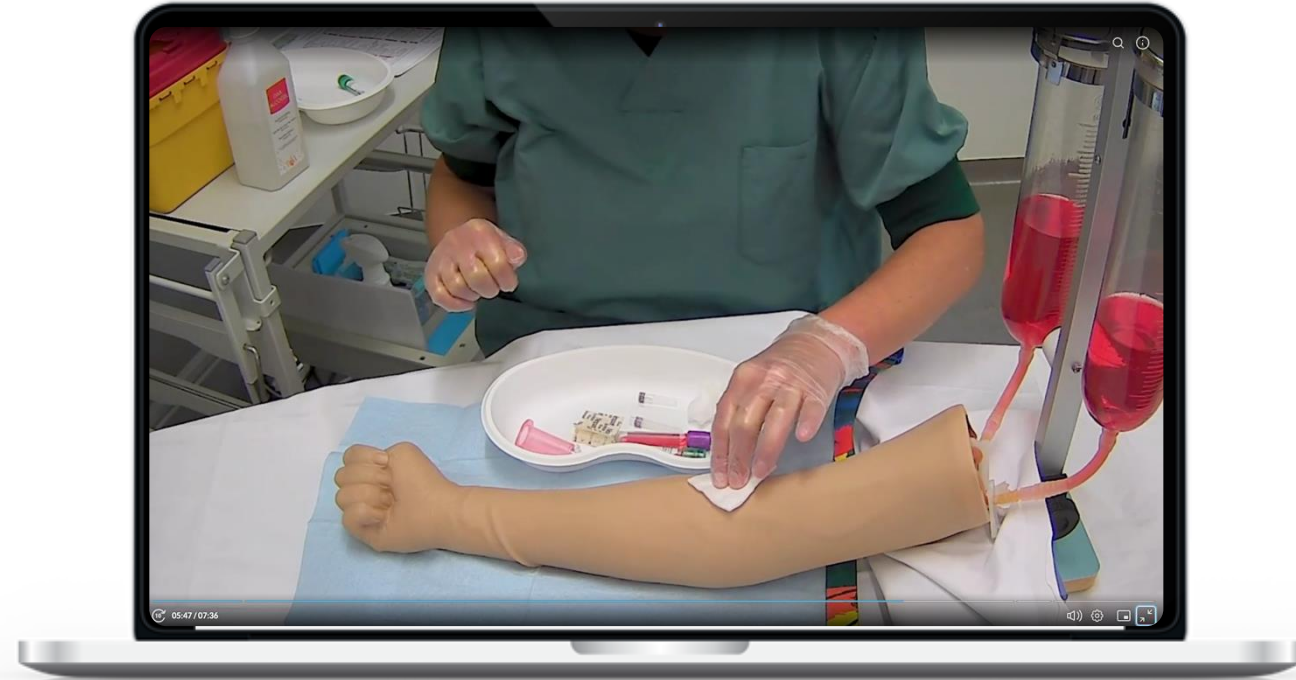




**teacher-led
synchronous (live)**



**student-led
asynchronous (video)**



Learning outcome ?

VIDEO creation

Leysens, G., Van Den Corput, E., Van Petegem, W., & Charlier, N. (2026). Navigating through multimedia principles to design psychomotor nursing skill demonstration videos International Journal of Designs for Learning, 17(1), 1-13.

<https://doi.org/https://doi.org/10.14434/ijdl.v17i1.41167>

PRE-PRODUCTION

-  target audience
-  learning objective
-  learning aspects
-  multimedia principles
-  script



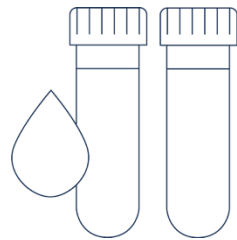
PRODUCTION

-  technology resources
-  footage



POST-PRODUCTION

-  editing
 - segments
 - footage
 - illustrations
 - voiceover
-  feedback & adjustments
-  distribution
-  ownership, copyright, digital rights



STUDY



90' theory

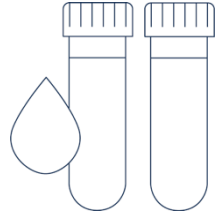
1 week

30' demo

cluster randomisation

control group

intervention group



n=57

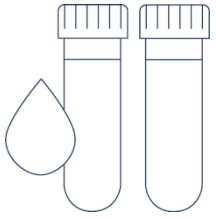


n=88

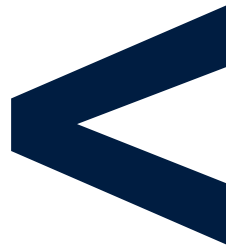
immediately
after



n=145



Learning outcome



$$p = .002$$

90' theory

1 week

30' demo

cluster randomisation

control group

intervention group



n=63

immediately
after

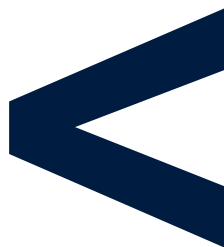
n=55



n=118



Learning outcome



$p < .001$

Key take aways

well designed (↘ cognitive load), standardised, self-paced

video demonstration improves initial performance

→ use synchronous time for practice & feedback

→ use asynchronous time for preparation

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