International Conference-Workshop

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Yerevan State University

Place: Faculty of Law Building 2, 2nd floor, Room N206

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SESSION 3

"VIDEO AS A LEARNING TOOL FOR TEACHERS AND STUDENTS"

SESSION RESULTS REPORT

In the course of the discussions held during Session 3 the following important questions were concerned:

- What part of the course should the videos cover?
- If we create video lectures should it be compulsory for students to attend the lectures? In many universities the presence of students in lectures is mandatory, and it can affect their progress.

- Should different kinds of videos be created according to the students' progress level? Students with higher scores can think that watching video is a waste of time, while for students with lower scores it may be an interesting alternative to boring lectures.

Today's students belong to screen generation therefore they are more likely to be satisfied by means of having access to information through screen and taking part in that process. They should use their tablets, cellphones, tools for teaching and learning.

By what criteria should we assess students' video works? Besides the content of the video, whether the quality of the video should have an impact on the marks or not?

It is much easier to create video lectures for natural sciences than for humanities.

Sometimes we should change our auditoriums, make them more flexible by providing them with lightweight and portable furniture in order to be able to organize an active lesson.

Limited resources, especially financial, may restrain the ability of innovation usage.

While discussing the adoption process we have found out that sometimes, when this process begins not from the top, but from the bottom, we can face negative reaction from the administrative level. In other words, when the innovation is provided from the institutional level it can be submitted even without testing while it can be rejected if it comes from the individual level.

In the course of the Session the strategies of teaching and learning for active learning, ways of students assessment, assignments for students, required technologies for infrastructure and many other relevant issues were discussed. In accordance with the results of the conducted discussions the below-presented essentials for the realization and elaboration of video as an important component of active learning to be implemented in the PC universities were summarized:

1. **Teaching & learning strategies in active learning**

Guided Lesson – short, topical videos (5-20 min) attached required documents (datasets, worksheets, etc.) – consists of one video with

pauses or broken into sequenced activities. Begins with instruction/demonstration, pause video. Students work on problem or scenario, resume video and review the correct response.

Predict, Observe, Evaluate (POE): Students view the first part of video setting up scenario, predict what should happen next, observe the actual result, evaluate the original prediction.

Empathy: Students complete a survey or have a discussion to describe how they feel about the topic before and after viewing the video. If students' views get changed, they should describe what has changed their minds.

Dissonance: Appropriate for lesson introduction (short clip). Supposes introduction of a difficult or controversial topic, use of a powerful clip which may disrupt assumptions and preconceived notions, as well as conduction of a discussion on theme.

Course description: Video can be used as Introduction and course overview to motivate students (regarding elective courses).

Manual for practical course: Video can be used in practical disciplines to explain how the homework or coursework should be done.

2. Student assessment in active learning

Assessment by incorporating feedback-oriented video - projects: Students receive feedback on their work from fellow students, their instructors, from other viewers of the university members, if the video is published on portals. This forms progression of learning through making, thinking, questioning and interaction.

In case of video-based learning, **questionnaires** and **student-created videos** could be used to evaluate outcomes: 1) video can contain questions on which students must give answers; 2) homework can imply a short video prepared by a student.

3. Assignments for students

Video Reflection: Produced by students (5-10 minutes), appropriate for affective domain. Students summarize initial beliefs, identify whether or not change occurred, provide evidence of change, reflect on change in attitude or behavior.

Topic Assignment: Students find or create video (3-7 minutes) in support for or opposition to assigned topics, summarize video, explain how video supports/opposes, evaluate to see if conclusions apply to broader topic.

Frame Analysis: Students, individually or in groups, take some screen shots from the video that they feel to describe the issue, explain why they feel these screen shots to effectively describe the issue, submit an assignment with the screen shots and documentation or present it to the class.

4. Technologies & classroom infrastructure required.

Possible sources, programs, portals and tools for recording videos / using existing videos: Panopto, Camtasia, Snagit, VideoScribe, TouchCast, FinalCut Pro, Explain Everything, Kaltura, Echo360, Screencast-o-Matic, YouTube, IMovie, Movie Maker, MovAvi, Flickr.

Classroom infrastructure: Classrooms should be equipped with computers, laptops, Wi-Fi, Portable Projector, Smart Board. They should be more flexible provided with lightweight and portable furniture in order to be able to organize an active lesson. If financial resources allow, it will be efficient to build a video recording studio at the university.

The discussions held during the Session highlighted the main advantages and disadvantages of the video-based learning as well:

1. **Advantages**

   a. **For students:**

   ▪ Flexibility of learning- lessons and content are more accessible, learning schedule becomes more flexible, it's especially important for postgraduate students, Master's students, students with special needs.
   ▪ Explaining a complex concept becomes easier with the use of videos.
   ▪ Videos are a great tool for reinforcing the information which has been taught verbally.
   ▪ Science students need lab experience, and video is perfect in this context.
   ▪ The students can control their own learning process.
   ▪ Opportunity to engage (and motivate) more students (videos are the most popular and fast way to transmit contents).
   ▪ It can be used as instructive feature for laboratory or practical classes.
   ▪ In the e-Learning courses the use of video lectures is essential.

   b. **For lecturers:**

   ▪ Lectures can be reused.
   ▪ Research can be done to study the effectiveness of the methodology.
   ▪ More time will be released for academic practice.
   ▪ It gives teachers the opportunity to create one-on-one interactions with students who are having difficulties.
   ▪ Video-learning can be implemented gradually.
   ▪ Video can be used as tutorials.
   ▪ Video can be used as Introduction and course overview to motivate students (regarding elective disciplines).

- For some specific disciplines video is a great opportunity to deliver knowledge and skills.

2. Disadvantages

- Technology issues – no access to internet means no homework.
- Organization: First time you implement the method of flipped classroom, a lot of organizational work should be considered to be done.
- Time in front of screens is increased.
- Students are unable to ask direct questions to their teachers.
- Not all academic areas may involve video lectures effectively.

Conclusions:

Teaching & learning strategies in active learning:
- Changes should be made in curriculums reflecting innovative methodology of video-based learning.
- The courses should be produced in different formats selecting instructional, media, evaluation and delivery strategies.

Student assessment in active learning:
- Student assessment enables teachers to measure the effectiveness of their teaching. In case of video-based learning, questionnaires and student-created videos could be used to evaluate outcomes.

Assignments for students:
- Video can be used as home assignments.

Technologies & classroom infrastructure required:
- Adopting video-based learning requires capabilities in certain areas – such as technology and media-related skills – that are not essential in traditional education or training. Teachers need more trainings and help from Technical support specialists to overcome difficulties.
- Good image (e.g. appropriate light) and sound (attention to the voice), appropriate time length and technical support.

- Videos should be interactive (e.g. PlayPosit), personalized and with some entertainment features (e.g. music as backround, animations, game elements).

Other:
- Duration and quality. Short videos (not more than 7 minutes) influence better than the long ones do. They can be created as a summaries of lecture materials, case descriptions, home assignments, reminders.
- Video lecture capture should be applied in appropriate pedagogical contexts.
- Objectives. Clear objectives should be stated. The teacher should know his/her audience, should set clear goals with a focus on meeting learners' goals.

- Video Script – For video-based learning each lesson should focus on one specific topic or concept. It's very important to highlight what exactlythe teacher wants to teach in his/her video.

- Video type – it's important to choose the most suitable video types for a learning video.

All the above stated issues should be considered to be used as quality standard for the educative institution (at all levels, including management).

Report prepared by:

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