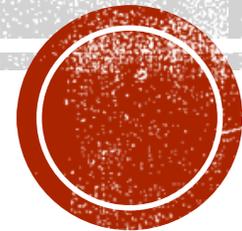


VIDEO AS A LEARNING TOOL FOR TEACHERS AND STUDENTS

concept



USING VIDEO IN LEARNING - ADVANTAGES

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 eLearning courses the use of video lectures is essential
- It can help a lot students with limitations (e.g. disabilities), or that were absent (students that work), eldest students



USING VIDEO IN LEARNING - ADVANTAGES

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 allows teachers the opportunity to create one-on-one interactions with students who are having difficulties**
- **Video-learning can be implemented gradually**
- **It can be used as tutorials**



USING VIDEO IN LEARNING - DISADVANTAGES/CHALLENGES

- **Technology issues-** No access to internet means no homework. Nowadays, there are a lot less technology options. So, this issue will become less and less relevant.
- **Organization-**The first time you implement the flipped classroom, it will have to be a lot of organization.
- **It is time consuming** and it is a learning process
- **Time in front of screens is increased**
- **Students are unable to ask direct questions to their teachers**



CONCEPTS FOR FURTHER ADOPTION OF VIDEOS AS A LEARNING TOOL IN TSDC AND REGULAR CLASSES

- Changes have to be made in curriculums reflecting innovative methodology of video-based learning
- The courses have to be produced in different format selecting instructional, media, evaluation and delivery strategies
- 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 of Technical support specialists to overcome difficulties
- Small videos and very focused (some of them should be used as an introduction of the theme)
- Good image (e.g. appropriate light) and sound (attention to the voice), appropriate time long, and with technical support
- Videos should be interactive (e.g. PlayPosit), personalized and with some entertainer features (e.g. music as background, animations, game elements)
- Videos should be used also for assignments and as learning outcomes (to be evaluated)
- Video lecture capture should be applied in appropriate pedagogical contexts



GUIDELINES FOR VIDEO PRODUCTION

State clear objectives. Know your audience – set clear goals with a focus on meeting your 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 exactly it is you want to teach in your video.

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

Keep them short – If your lesson involves a lot of concepts that must be explained, divide it into a series of videos.

Should be used as quality standard of the educative institution (at all levels, including management)



- **Video use as learning tool policy:** As a national concept we consider, that higher educational institutions should have more autonomy and independence on making own decisions, accordingly Universities facilities to decide which tool, when and how to use in terms of making courses more attractive and active. In this case the outcomes will be more productive and prefunding.
- **Management style.** 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.
- **Syllabus, curriculum changes.** 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.
- **Recognition of the target group.** Should we create different kinds of videos according to the students' progress level? Students with higher scores can think that watching video is a waste of time, while for students' with low score it may be an interesting alternative to boring lectures.
- **Interactive classes.** Today's students belong to screen generation therefore they are more likely to be satisfied to access the information through the screen and take part in that process. They should recognize their tablets, cellphones tools for teaching and learning.



- **Assessment.** By what criteria should we assess students' video works? Besides the content of the video, whether the quality of the video should impact on the marks or not?
- **Different disciplines, different opportunities.** It is much easier to create video lectures for natural sciences than for humanities.
- **Adaptation of generations.** Elder generation's professors have more difficulties to adapt to the innovations than youth do.
- **Adaptation of the environment.** Sometimes we should change our auditoriums, make them more flexible providing them with lightweight and portable furniture in order to be able to organize an active lesson.
- **Duration and quality.** Short videos (not more than 7 minutes) influence better than long ones do. They can be created as a summary of the lecture material, as case descriptions, home assignments, reminders.
- **Restrictions.** Limited resources, especially financial, may restrain the ability of innovation usage.



strengths

- enhancing innovative practices of interaction between students and teachers
- visualization of dynamic processes
- entertainment component allows to attract students attention
- video lectures can not be used for cheating during exams

opportunities

- saving time of teachers enabling to be engaged in other academic and research activities
- teachers bring unique components into the course materials ensuring copyrights protection
- increasing financial incomes from more enrollments and distance learning services
- for some specific disciplines video served as the only way to deliver knowledge and skills

weaknesses

- necessity to have additional training, skills and time required for teachers for video lectures production
- different attitudes toward video-based teaching among academic staff (older generations)
- necessity to find additional financial resources (trainings, equipment and software)

threats

- losing traditional university practices of interaction between teachers and students
- breaking learning discipline by students
- increasing entertainment component in learning process leading to the situation when students do not perceive university as a place for

