Learning videos – do they work for you?
By Gabriela Daniels & Oliver Furlong
UAL 2012-13 Teaching and Professional Fellowship
Presentation outline

Fellowship introduction

Theoretical underpinning

Video evaluation: students’ views

Learning videos: LCF’s staff views

Summary and Reflections
The learning videos fellowship

**Oliver Furlong:** LCF Content Manager for Learning Technology Support

*Key professional interest: video production and editing, on-line content creation; and, most recently, focusing on lecture capture and creating video content in classrooms*

**Gabriela Daniels:** LCF Technical Manager for 3D and Science

*Key professional interests: creative learning and teaching techniques, challenging the traditional image of technical staff and promoting a professional image of us as active members of the educational community*
Context of this project

Videos in an Art & Design institution

Instructional video vs Lecture Capture

Student experience and institutional specialism (brand influence)
The Fellowship blog

Creating guidelines for learning videos
http://learningvideoguidelines.myblog.arts.ac.uk/
What the researchers say:

Videos are Learning Objects:

“…any digital resource that can be reused to support learning. This definition includes everything that can be delivered across the network on demand, be it large or small.” (Wiley, 2000: p.7)

Wiley considers videos “combined closed system”, “highly context dependent with limited reusability”

Learning Objects “do not cause learning, but provide availability”, due to the lack of sound pedagogic approaches in their design, and poor searching capacity (Yahya and Yusuff, 2008: p.16).
Cognitive Theory of Multimedia Learning

Key points:

- A combination of text and visual (multimedia) is better than just text;
- Present corresponding pictures and words together;
- Use voice rather than on-screen text;
- Give few rather than many pictures and words.

(Mayer and Moreno, 2007).
Research comparing video with text based resources shows mixed results in student attainment;

Educational videos have a positive impact on students’ attitude towards the subject and their motivation (Choi and Johnson, 2005, 2007) and enhance student experience (Cherrett et al, 2009; Whateley and Ahmad, 2007).
Online availability

Web consciousness/ awareness is growing

Internet searching is the norm – responsibility to provide the right resources

MIT Photography lectures

You Tube soldering video

Private videos - password protected or available at a cost

Other forums providing a macro context
Process arts – 3D Studio
Project activities

Surveyed: students, staff who produced the videos (academic and technical), and staff who are likely to re-use the videos (academic and technical)
Students’ views

Interviewed two groups of students over the period June – Oct 2012 in Curtain Rd, E1, London

Practical D&T courses such as BA Womenswear, BA Menswear, FdA Designer Pattern Cutter, BA Fashion Sportswear

66 % were non UK (not native English speakers).
The videos used in the final survey:

short process instruction,

short machine/area introduction,

long process (master class)
Student data

Where?

75% of the students would watch the videos at home

18% of the students would watch at college on a mobile device

Laptop is the most common device
Who told you about these videos?

Why watch instructional videos?

“to repeat after class, to remember things”

“visualise it …see each step…”

“watch, make your technical files at home…”

“saves you time…” (not having to wait to be shown again)
Students: qualitative data

Videos: use-at-your-own-time (flexibility) resource, suitable either for reviewing a process that might not have been fully understood when demonstrated at College, or have been forgotten:

• repeatability (can watch any time);
• adaptability (viewing can be paused and resumed at your own pace);
• provides a visual narrative,
“As long as they are short and sweet... I will watch them...”

“straight forward”

“easy to understand... do this, do that...”

“... you can stop that as many times as you want and go back to it. With a class there’s always lots of people; you can't always ask as many questions as you want.”
Other statistical data:

- Two-sample t-paired test, comparing the means for each quality criterion and intentions to view again

- Means were different, hence the rating approaches to quality evaluation and intentions differ

- Correlation coefficient for quality aspects and intentions: difference in sets

- Where content was seen as most relevant, quality rating did not correlate to intention to view again
Staff perspective: instructional videos

“mixed ability, international..., students who had learning disabilities, like dyslexia or other things. So we tried to reach quite a diverse group of students” (tutor)

“that's really good to have a second chance to see it” (tutor)

“…the movement (of fabric) that you can't see in the book; a video, whilst it is still 2D, it starts to make it look 3D.” (tutor)

“can also be good when some students have difficulty understanding language.” (technician)

“…being able to show students at close range…” (tutor)
Staff perspective: master classes

“students could go back to it …that made them push boundaries and get excited about it as a creative resource” (tutor)

“… students can go at their own pace. They can dip in and out, they can look at one thing, fully understand that, and then they can go back.” (tutor)
Summary

Videos offer:
• A flexible access alternative/addition to face-to-face instruction;
• A visual alternative to text or audio: relevant to many process instructions;
• Literature: they are particularly helpful to less advanced learners;
• Literature: they enhance motivation and enjoyment of the subject.

They work when:
• Short or chaptered;
• Contain key words and information only;
• Are of good production standard;
• Are actively promoted by their creators and reusers.
Reflections: what we did

• Compared 3 video style types among same target audience they were intended for

• Studied perceptions on quality and value to students

• Resource analysis: staff involved & tech services

• Ways of improving student experience
Reflections: what next?

• Analysis of influencing Pedagogic principles for instructional videos?

• Analysis of tools for measuring video (success, relevance, re-usability, wide vs narrow approach)

• Filling in the gap in literature on using Lecture Capture technology in workshops and studios

• Studies for improving instructional video creation, in the curriculum and making videos as courseware in HE.
Reflections: what next?

• Futher studies on “Lecture Flipping”: videos pre contact in an art & design environment (developing work done by Natalie Rowley, Simon Bates & Ross Galloway)
Thank you

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