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VIDEO USE IN THE UNIVERSITY CLASSROOM

EL USO DE VIDEO EN CLASES UNIVERSITARIAS

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VIDEO USE IN THE UNIVERSITY CLASSROOM

W. Donald Stewart L.¹

PALABRAS CLAVES: Generación M, efectividad docente, inteligencias múltiples, motivación, TICs, alfabetización, fluidez

KEY WORDS: Generation M, teacher effectiveness, multiple intelligences, motivation, ICT, literacy, fluency

RESUMEN

En el área de educación al nivel universitario hoy día, como también en la educación primaria y secundaria, los docentes deben saber más de la necesidad de usar tecnología (TICs) en el aula de clase, en especial el uso de video, para que los estudiantes logren mejores experiencias de aprendizaje, como también de mayor profundidad y amenidad. La observación de videos ya no es una actividad pasiva pero más bien representa una actividad activa y divertida, mejorando la comprensión y comunicación de los estudiantes, de acuerdo con su nivel, edad y destrezas. Es importante aplicar la teoría de Howard Gardner de las Inteligencias Múltiples, tomando en

cuenta que una metodología lingüística tradicional en la comprensión de textos no es la única manera de promover el aprendizaje, porque el uso de video significa la utilización de otros métodos, consideran el hecho que los estudiantes ahora son más visuales, gracias al incremento y una "explosión" en el uso de la tecnología de Internet, que continuará para desarrollar y revolucionar a las mentes de la gente. Vivimos en un mundo de cambio constante y los docentes tienen que estar abiertos a la transformación de sus paradigmas mentales.

ABSTRACT

Today, in education at the university level, as well as at primary and sec-

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ondary school levels, teachers must be more aware of the need to use more technology in the classroom, especially video, so that students achieve better, deeper, and more enjoyable learning experiences. Viewing is no longer seen as a passive activity but rather a fulfilling active experience, greatly improving student comprehension and communication in accordance with student level, age, and skills. It is important to apply Howard Gardner's Multiple Intelligences theory in this regard, understanding that

a traditional linguistic approach to textbook learning is not the only way to promote learning, as video can use a number of other approaches, considering that students are more visual now, thanks to the increasing and "exploding" use of Internet technology, which will continue to develop and revolutionize people's minds. We live in a world of constant change and teachers especially must be open to the transformation of their mental paradigms.

INTRODUCTION

Without question, this generation truly is the media generation devoting more than a quarter of each day to media. As media devices become increasingly portable, and as they spread even further through young people's environments—from their schools to their cars—media messages will become an even more ubiquitous presence in an already media-saturated world. Anything that takes up this much space in young people's lives deserves our full attention. (Kaiser Family Foundation, 2005).

According to the Kaiser Family Foundation of the United States, 8- to 18-year olds are called *Generation M* because of their use of media, especially with television and video. Today, students have become much more visual learners. Certainly, access to broadband internet has contributed to more reliable video use in the classroom. The world is now our classroom for both teachers and students.

BRIEF MEDIA BACKGROUND

A-V materials have been used since World War II in different formats. At that time, filmstrips were applied as a training instrument for soldiers (Hov-

land, Lumsdaine & Sheffield, 1949). Since then, considerable development has occurred. Instructional Television (ITV) was important in the 1950s and 1960s with



content, permitting the replaying of recorded lectures by means of educational television (ETV) as a complement to instruction in the classroom. Film-

strips have evolved to cable TV, up to VCRs, as well as DVDs and laserdiscs, and today with digital technology.

VIDEO USE IN EDUCATION

The Corporation for Public Broadcasting (CPB) organized a summary of educational research in 2004 regarding television and video use, and came to the following conclusions, finding that it:

- *Reinforces reading and lecture material*
- *Aids in the development of a common base of knowledge among students*
- *Enhances student comprehension and discussion*
- *Provides greater accommodation of diverse learning styles*
- *Increases student motivation and enthusiasm*
- *Promotes teacher effectiveness (CPB, 2004)*

Professor Emily Cruse (2006) has stated that many people believe that "television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement". But in accordance with more recent investigation, it is seen that **viewing is really an active process**, involving "an ongoing and highly interconnected process of monitoring and comprehending" and a

"complex, cognitive activity that develops and matures with the child's development to promote learning" (Marshall, 2002).

Viewing context and content is significant in engaging students as active learners, as long as it is appropriate for their age and skill level. It follows that "the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television" (Stanovitch & Cunningham, cited in CPB, 2004).

Howard Gardner, well known due to his *Multiple Intelligences Theory*, has suggested that *how* a subject matter is taught influences an individual's learning ability, so therefore all intelligences, whether linguistic, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal, interpersonal, spatial, and naturalistic (Gardner, 2006), have to be considered by teachers upon planning their instruction (Brualdi, 1996).

An important point to emphasize is that traditionally, textbooks have used a mainly linguistic approach to



learning, whereas video with its many modes can take on a number of approaches, applying logical, narrational or aesthetic ones, and not just linguistic, thereby appealing to a larger audience of learners. Thus, the multiple intelligences of all students are taken into account (CPB, 2004).

According to Pruitt (2005) and Miller (2001), there are basically three learning styles that are accepted quite extensively. They are personality-based, using the Meyers-Briggs test, aptitude-based, with Multiple Intelligences, and sensory-based, which examines the ways students absorb information. Such concepts of learning styles demonstrate the necessity of developing instruction further than just single mode instruction.

In accordance with Silverman (2006), there are three basic modalities people use to take in information that come from three fundamental learning styles. They are auditory-sequential, visual-spatial, and tactile-kinesthetic.

Visual-spatial learners take in new information through visualization of the whole concept and think in holistic, often three-dimensional, images. Auditory-sequential learners, by contrast, think in words, processed auditorally, and generally learn in a sequential, step-by-

step process. Finally, tactile-kinesthetic learners take in information through physical touch and sensation, and they benefit from demonstration or application more than from verbal expressions (Silverman, 2006).

At any rate, all students benefit from video instruction. It is necessary to remember Dale's "Cone of Experience" cited by Marshall (2002), when he states that **"people will generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see"**.

Furthermore,

The richness of these forms of information (images, motion, sound, and, at times, text) benefits learners, by enabling them "...to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life" (Wetzel, 1994). ... (M)ost researchers agree that "... when viewed together, each source provides additional complementary information, "thus increasing the chances that comprehension will take place (Kozma, 1991)." (CPB, 2004).



In accordance with Wetzel et al's 1994 research review, the combination of sound with moving or still images produced more learning than just adding motion to still images (CPB, 2004).

It has been seen that **video positively affects motivation as well as affective learning**. Video and television can communicate with viewers on both cognitive and emotional levels. Therefore, they are able to create the conditions in which more cognitive learning can occur.

There are three theories explaining how learning can occur by means of properly chosen videos:

Arousal Theory deals with how communication messages evoke varying degrees of generalized emotional arousal and how concomitant behavior can be affected while a person is in this state. Short-Term Gratification Theory deals with affective and motivational components such as enthusiasm, perseverance and concentration. Finally, Interest Stimulation Theory posits that entertainment promotes learning and creativity by sparking a student's interest in and imagination about a topic (Marshall, 2002).

Much research has proven that after more than 60 years of using television and video, they represent effective teaching tools in both affective and academic learning, and that "*a positive relationship has been found between childhood viewing of educational television and cognitive performance at both preschooler and college levels*" (CPB, 2004).

However, the real value of video in the classroom has to do with **how** it is used. According to analysis, "positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson (CPB, 2004; Mares, 1996). As well, effective integration means preparation and activities before, during and after viewing (Reeves, 2001; Rogow, 1997).

According to Chris Anderson, curator of TED Talks on Internet, video is now replacing print, a "revolution" in the interconnected classroom. Why? Because it allows students to take imaginary field trips, to the stars, to other countries and cultures, inside the human body, perform virtual scientific experiments, to learn new skills. Video use also permits students to conceptualize topics involved in problem-solving or research projects, and to develop their critical thinking activities. Anderson also reveals that humanity watches some 80 million hours of YouTube every

day, and that there is an estimate that within four years, more than 90 percent of web data will be video! (Anderson, 2010)

Cambridge English (2014) has stated that world Internet use is up from 16% in 2005 to about 40% today. It mentions the existence of Jove, a website that was created to help scientists publish their peer-reviewed research on video. The difficulty with the traditional scientific paper is that months can pass before a scientist in another laboratory can replicate experiments in print. Moshe Pritsker, Jove founder, has said that the world is just wasting millions of dollars in this aspect. If a video can demonstrate and not just describe an experiment, then online video will accelerate scientific development. So we are advancing more and more from Gutenberg's printing press to face to face communication.

In accordance with a report designed and paid for by Copyright Clearance Center conducted by Intelligent Television and cooperation from New York University, the Video and Higher Education Project (2009) came to the following conclusions:

- ***The educational use of video on campus is accelerating rapidly in departments across all disciplines from arts, humanities, and sciences***

to professional and vocational curricula.

- *Faculty, librarians, and administrators expect their use of video in education to grow significantly over the next five years.*
- *Technology, legal, and other barriers continue to thwart faculty funding and accessing the segments of video they want for teaching and lectures.*
- *University libraries contain significant video repositories but the majority of the content is in analog (VHS) format and/or is not networkable.*
- *The majority of video usage today is still confined to audiovisual viewing equipment in classrooms or at the library.*
- *Faculty and administrators expect the sources of their video to shift from offline analog storage to online delivery.*
- *The demand for educationally-targeted video archives and services is high.*

It should be noted that this Project interviewed 45 faculty in over 18 departments and disciplines in some 20 prestigious institutions such as Columbia University, Massachusetts Institute of Technology, New York University, University of California, University of Illinois, University of Washington, among others. Some 12 librarians and university administrators were also interviewed.

It was established that rates of video production and consumption have been "exploding". According to re-



search, users of Internet watched 12.7 billion online videos in November 2008, an increase of 34 percent from November 2007, and 136 million people watched professional video content online in January 2009, an increase of 16 percent from January 2008. Discussion has now shifted from the term "media literacy" to that of "media fluency", as viewers are more fluent in the technology, vocabulary, and philosophy of movies, television, and music. It has been seen that the technological ability of students is much more than that of professors. As well, scientists from Google have predicted that in 10 years, people can carry around with them all world media on an iPod or similar device.

The founder of *Wired Magazine* and others have stated that :

our cultural shift today as one from book literacy to screen fluency where video is the new vernacular—a "world beyond words" where television, movies, and all audiovisual work will, like books, find themselves with tables of contents, indexes and abstracts, rendering them searchable to the minute if not the second and have rights provenance clearly and transparently defined for both legacy and new elements.(Video Use and Higher Education, 2009)

It is interesting to note that here in Ecuador, in an article published in a local newspaper recently, that teachers at all levels have become more aware that "el uso de las TIC ayuda a mejorar sus niveles de concentración y participación" (the use of TICs has helped to improve student levels of concentration and participation) (El Comercio, April 13, 2015).

The article goes on to say that "*se han implementado proyectos como The Flipped Classroom, un modelo pedagógico en el que se transfieren ciertos procesos de aprendizaje fuera del aula y se utiliza el tiempo de clase para una participación más activa de los estudiantes a través de preguntas, discusiones y actividades para la exploración y articulación de ideas*" (Projects like The Flipped Classroom have been implemented, a pedagogical model that transfers certain learning processes outside the classroom, and class time is used for a more active participation of the students by means of questions, discussions, and activities for the exploration and articulation of ideas) (free translation of the author).

However, there is a serious problem. The idea of "screen literacy" and "fluency" that students take to their classrooms is not being sufficiently serviced within the university. There is demand from both students and professors for more video resources, but video



use is not systematically integrated in the classroom as yet. The types of video used by faculty include especially documentaries, films, and newscasts. Systems in favor of library and classroom viewing support more the concept of uploading video to class and personal web pages.

Obstacles for using video were identified by faculty as:

not having enough library copies (23%); not having enough screening rooms (17%);, not having the option to stream and upload (13%); not having enough foreign format PAL players (10%); not having conversion equipment (10%); poor library catalogs (7%); and inadequate information about library acquisitions (10%). Additional "pain points" that faculty noted and some emphasized repeatedly include troubles searching for and

finding high-quality libraries of content; the earth of easy and effective tools for editing videos, making copies, and uploading videos for students; difficulties converting legacy and foreign formats; and course-management system shortcomings as they relate to video support. (Video Use and Higher Education, 2009)

In general, the Project found that both faculty and librarians were anxious to collaborate in making faculty-friendly resources in many subject areas, "accessible across formats, and platforms, searchable through keywords and metadata, rights-cleared and cataloged, and tested regularly in the classroom with faculty and students". At any rate, it concluded that the ever-increasing demand for video resources in universities is in need of both more supply and support.

A PRACTICAL APPLICATION

The author of this article has used videos from different sources, but especially from **TED Talks** and **You Tube** in his subject named **Listening and Oral Skills** the last few years for first year university students in the Multilingual School of International Business and International Relations in the Faculty of Communication, Linguistics and Literature of the Pontifical Catholic University of Ecuador in Quito.

Course Description: *El desarrollo de destrezas comunicativas de comprensión auditiva y habilidad oral del inglés por medio del uso de charlas académicas auténticas de investigadores, profesionales o catedráticos universitarios reconocidos a nivel mundial sobre los negocios y relaciones internacionales.*

General Objective: Students will speak and listen to explore, extend,



clarify, and reflect on their thoughts, ideas, feelings, and experiences. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. In addition, they will interact with sensitivity and mutual respect, taking into consideration the situation, audience, and purpose.

Upon finishing this course, and in accordance with Learning Results at a medium to high level, students will be able to:

- Analyze the overall structure and development of a presentation, speech and/or lecture, distinguishing between main points and supporting details.
- Use a variety of listening strategies such as predicting, listening for key words, and guessing new vocabulary from context when listening to talks or discussions on academic topics.
- Recognize and begin to use different levels of formality in presentations and discussions.
- Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (lecture, speech).
- Use appropriate language functions in formal and informal contexts.
- Speak comprehensibly using an adequate range of grammatical structures and vocabulary.

It is important to note that as our school emphasizes languages, cultures, international business, and international relations in its pensum, this course is a mirror reflection of what is done. Consequently, the writer uses such videos as "The World's English Mania" with Jay Walker, "Don't Insist on English" with Patricia Ryan, stimulating research for students regarding language and culture with critical presentations; "The Walk from "No" to "Yes"" with world conflict resolver William Ury, about negotiation between individuals and nations in international relations with dynamic role-playing and conflict resolution research, as well as with "Asia's Rise-How and When", with Hans Rosling; "The World Peace Game" with John Hunter, acting out war and peace scenarios involving realistic peace-keeping processes; "How Great Leaders Inspire Action" with well-known author Simon Sinek, about the use of information questions "what", "how" and, most importantly, "why", in persuading customers to purchase ideas, services, and products related to business and relations, having students perform as virtual sales people; "Let's Raise Children to be Entrepreneurs" with Cameron Herold about entrepreneurship, so students practice business skills. Many other videos are used in this subject where students can develop their expertise in research and meaningful, enjoyable applications about significant international, national, and local scenar-





ios. Students have been highly motivated, attending practically every class, and achieve good marks, continuously

providing excellent qualifications in subject evaluation.

CONCLUSION

So then, it can be seen that video use in the university, as well as in primary and secondary education, should continue to grow overcoming present obstacles, demonstrating the fact that web video contributes and will continue to contribute to innovation in research, learning, and teaching in all areas of education. As educators, we need to be aware of this fact and develop our own

"screen fluency" for the betterment of ourselves and our students. By investigating all subject area resources in Internet, teachers can locate fascinating videos available and ready for downloading and use in their classrooms, inspiring students to become more interested in their subject matter with better results for all involved.





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