Exploring Co-creation of Educational Videos and Professional Vision in an International Collaborative Context

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EDIT 2014

EDUCATIONAL VIDEO CHALLENGE

editchallenge.blogspot.fi

November 19-21, 2014
Objective

• To encourage teacher students to explore the design and use of educational videos for use in their teaching practice.

Research Foundation

• Video and ‘trigger films’ Sloper 1984.
• Encourage engagement by using three to five minute, highly didactic videos. Dickinson and Summers 2010.
The event

72 hour, hackathon-style educational experience

University students co-created educational videos in teams.

Event was integrated with the course work at three universities.
129 students participated from Finland (45 students), Austria (76 students), and Germany (8 students).
Video criteria

Videos were to be maximum five minutes in length.

Videos were to support teaching instruction at any level or subject.

Students could use any form of technology to create the video (e.g. mobile devices or video cameras).
<table>
<thead>
<tr>
<th>Assessment of videos</th>
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<tr>
<td>Submissions (38 in total) were wide-ranging in content, with most being trigger videos.</td>
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<tr>
<td>Videos assessed according educational, technical and creative quality.</td>
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<td>Jury: multiple definitions of an educational video based on varying professional backgrounds of judges.</td>
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2. Bring the pictures in your order
Research foundations

• Professional vision defined as the “capacity to notice features of classroom events that are relevant for student learning”.
  Sherin (2001)

• ‘designed video’ in which the producer plans the video’s components and features.
  Schwartz and Hartman (2007)
  “designed video can support students’ seeing, engaging, doing, and saying”.
Pilot research

Goal

• To explore how the co-creation of educational videos fosters professional vision and teaching competences.

Data Collection

• Online survey sent to EDIT2014 participants consisting of 22 questions (68 respondents).
• Interviews with participants and jury members (analysis still on-going).
How would you rate your knowledge about educational videos? (before red and after blue)

Very high
High
Moderate
Low
Very low

Very low
Low
Moderate
High
Very high
How would you rate the making of an educational video in a team to help you gain competences?

- **Teaching skills**
  - Highly supportive
  - Mostly supportive
  - Moderately supportive
  - Minimally supportive
  - Not supportive at all

- **Project management skills**
  - Highly supportive
  - Mostly supportive
  - Moderately supportive
  - Minimally supportive
  - Not supportive at all

- **Team work skills**
  - Highly supportive
  - Mostly supportive
  - Moderately supportive
  - Minimally supportive
  - Not supportive at all

- **Video technical skills**
  - Highly supportive
  - Mostly supportive
  - Moderately supportive
  - Minimally supportive
  - Not supportive at all
How would you rate the making of an educational video in a team to help you gain greater 'professional vision'?
“The production of an educational video made me think about the process of working with pupils”.
“For teachers, making a video in a team reveals the way of learning or thinking of pupils much more”.
“Being a teacher means developing a self-conception of what are your skills and what is your kind of teaching-style. Making an educational video supports this process and helps you be creative about it”.
Reflections - professional vision

How to view PV:

• Social process
• Build knowledge about the design of learning environments.
• Learn about the target group and student needs.

Role of video:

• “You get a bigger view, learn to work in teams, reflect on your work and yourself.”
Edit2015

• November 30 – December 2, 2015.

• Expanded number of participants and partner institutions.
  Additional jury and student dialogue and reflection about definitions and uses of educational videos.

• Expanded data collection.
  E.g. Video and audio recordings of student reflections and co-creation discussions.
EDIT 2014: Educational Video Challenge

A 72 hour Hackathon-style competition focusing on the creation of educational videos.
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