The video guides and social tagging with the methodology of video annotations

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Abstract

Teaching guides are mandatory for quality agencies to evaluate teaching programmes, just as institutions require teachers to comply with them. This teaching resource has been seen as a very effective tool for the information and orientation of students in university programmes. However, the reality may turn out to be different, as the current practices with these guides are often not the desirable ones, as they are not used, read and studied by students with the level of depth that teachers wish, and in some cases they may be a mere formality for students, thus losing all their potential and meaning. The communication we present aims to present the results of a teaching innovation project to break this problem by producing video guides as digital resources that are more motivating for students. In addition, to design and experiment with a new methodology for its application and analysis of these resources in teaching programmes of any kind (face-to-face, blended and online programmes) by means of multimedia annotations. In this work we present the objectives, methodologies and resources proposed in this project, as the main conclusions we have reached as it has been to check a greater participation in the understanding of the programmes by the students, as a more active and motivating methodology to work with these resources in the classroom for an online modality.

Keywords:

Educational innovation, digital resources, online courses, social tagging, teaching guides, video annotations

Introduction

The process of adapting classroom teaching to virtual teaching as a result of the pandemic produced worldwide by the covid19 has meant that many teachers have tested and experimented with strategies to maintain the quality of teaching in a format that is quite different from the one initially designed in the teaching guides. Teachers have been forced in a short period of time to adapt all the elements and processes of teaching and learning to a new reality, in such a way that the previous design established at the beginning has been disrupted and adapted to a more digital and online reality.

A group of teachers from the University of Malaga and other higher education institutions participated in an Educational Innovation Project financed by the same university before the pandemic, which anticipated the needs we would have during the pandemic to create more interactive digital resources, such as teaching guides through "video guides", because of the importance that this resource has in orienting, describing and communicating with the student what is expected from the competences that they can acquire, as an explanation and debate at the beginning of the course to know the methodology of how we are going to acquire these competences, and to have a road map for the evaluation at the end of the course. Likewise, the teaching guides are a very important resource and indicator to have a description and transparency in the review by the commissions of the external evaluations and quality assessment agencies (Deva and Aneca 2012 in our context). However, we understand that this resource is not applied and all the possibilities attributed to it are currently being extracted because they are not read with the necessary depth and commitment by the students, not finding experiences that propose new formulas to change this situation, such as the use of more interactive resources and closer to the language of the students based on more active methodological experiences for application in the classroom with large groups.

Therefore, our project has as a general objective the elaboration of more interactive and audiovisual resources by means of "video guides"; at the same time, to apply an innovative methodology to work on this resource in class, by means of active methodologies and in collaboration with the large group. The project will evaluate the impact of this methodological innovation and the new resource of "videoguides" on the learning of the different programmes of the participating teachers and institutions. In this communication we will describe the objectives, the methodologies used and the description of the resources proposed. Concluding with the main conclusions we have reached to date (the project concludes at the end of June 2021), we can see that there has been greater participation in the understanding of the programmes by students, as a more active and motivating methodology, as well as a simple production of video guides by teachers, to work on this resource

and methodology in the classroom in a pandemic situation such as the one we have experienced.

The specific objectives of the project are as follows:

- To create a model of audiovisual teaching guide.

- To use ICT tools such as social networks and visual repositories to disseminate the contents of the teaching guides among students.

- To carry out a collaborative work with the students based on projects for the elaboration of the teaching guides

- Promoting meaningful learning through the use of active methodologies.

- Create a collaborative environment and encourage creativity and motivation.

- To evaluate the degree of knowledge of the teaching video guides once they are implemented.

- To evaluate the degree of use and satisfaction of the students in relation to the teaching video guides.

Digital and audiovisual resources are the languages commonly used by young people today, and with this we seek a motivating resource, easily integrated into virtual environments. The aim was also to go a little further than the demands that the institution itself asks of us when defining the teaching guides, and which are set out in the University of Malaga's Statutes (2003)[1] with a new format and an innovative methodology for application in the classroom, easy to carry out in online, blended learning and face-to-face programmes, both at the beginning and end of the course, which makes it easier for students to create a roadmap and to be able to check the achievement of the programme itself at the end. In this way, we can establish a more interactive and attractive communication between teachers and students when presenting the guides, in the idea that Zabalza & Zabalza (2012) does not propose as "a dialogue that takes place with the students, a teaching resource that is placed in their hands to guide and support them in their task of learning".

The support of digital video is one of the most used resources nowadays as a language, we only need to know the important number of users and video resources found in the youtube statistics[2]; although, the linear reading of its audiovisual language does not allow an easy interaction when talking with the video and in a collaborative way or in a debate in the classroom, much more when this debate is made in an online format. In the idea of creating and experimenting with an innovative methodology for analysing videos in a collaborative way and in groups, it is only relatively recently that video annotation technologies have been applied to teaching (Cebrián-de-la-Serna, Bartolomé-Pinam Cebrián-Robles, & Ruiz-Torres, 2015; Chen 2017; Cebrián-Robles, Pérez-Galán & Cebrián-de-la-Serna, 2017; Sauli, Cattaneo, & van der Meij, 2018; Dias-Pereira-Dos-Santos, Loke, & Martinez-Maldonado, 2018) Therefore, our project has developed a multimedia methodology to analyse and discuss the "video guides" produced by teachers in any programme modality (as shown in image 1), although, in the online modality we have found many more advantages for its use, especially when we have employed "social tagging" techniques (Zhu, Chen, Avadhanam, Shui, & Zhang, 2020).
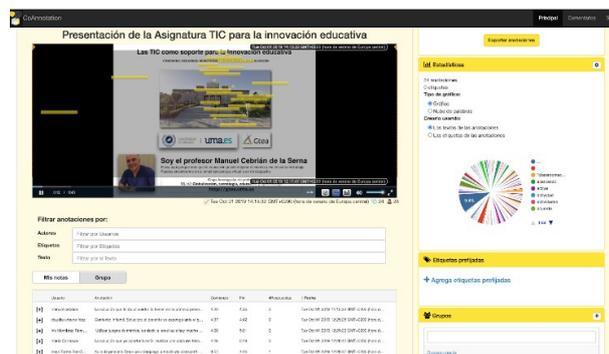

Image nº 1. Screen of the tool used for the methodology of annotations and social tagging in the video guide

Method

Once the approval of this communication is obtained in this section we will expand with the following data:

- How was the video guide resource created?

- How was the pre-post test research design applied? the evaluation instruments applied to this project will be described,

- What are video annotations?

- What methodology can we use for multimedia annotations? with examples of their use for other cases and contexts, The tool used for video annotations will be described.

Conclusions

To conclude, we will explain the results obtained with the use of the video guides and the methodology of multimedia annotations. In the case of being of interest also for an article, we could explain in more detail the results of the data obtained in the pre-post study of various teachers, such as the analysis of the word clouds and the statistics of the annotations and labels obtained in the debates with the video annotation tool.

Notes

[1] Statutes of the University of Málaga (BOJA no. 108, of 9 June 2003) in its article 134, point b, establishes that the teacher of each subject must at least draw up a guide with: "the syllabus, the teaching methodology, and the system for evaluating the academic performance of the students, establishing the type of tests, their number, the criteria for their correction and the components that will be taken into account for the final qualification of the students".

[2] Youtube statistics to 22 September 2020 over 2 billion users https://www.youtube.com/intl/es-419/about/press/

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