Effects of Commercial Web Videos on Students’ Attitude toward Learning Technology

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ABSTRACT

This study values the broad range of web videos produced by businesses to introduce new technologies while also promoting their products. When the promoted technology is related to the topic taught in a school course, it may be beneficial for students to watch such videos. However, most students view the web as source for entertainment, and may have negative attitudes toward adopting these web videos in classroom. This study examines how students’ attitudes toward a technology vary as the commercial web video is used to deliver the subject content. A quantitative survey is conduct in the dimension of interest, confidence, and value. The preliminary findings reveal that the commercial web videos did provide positive learning effect upon these three dimensions of learning attitude. The results suggest a plausible way of leveraging commercial web videos in school teaching. Further discussions provide some insights in using commercial web videos in teaching.

Keywords: Commercial Video, Learning Attitude, Technology, Web Video

INTRODUCTION

Video can help learners understand complex concepts which are difficult to explain with simple text and graphics. Furthermore, videos have visual appeal that can evoke emotional reactions from students, which can help increase students’ interests and their learning motivation (Hartsell & Yuen, 2006). It has been found that video is among the top six technologies currently used by university professors (Brill & Galloway, 2007) and it conveys the highest amount of enjoyment (Tang & Austin, 2009). Moreover, educational institutions are witnessing a profound increase in the use of web tools for education. For example, blogs can serve as a reflective platform in the training processes for student teachers (Yang, 2009). Online discussion forums serve as tools for promoting higher-order thinking (McLoughlin & Mynard, 2009). Overall, the Internet has become an increasingly popular tool for instruction (Tang & Austin, 2009).

The web is also the largest library and laboratory, offering many interesting and exciting ways to acquire instructional information.
and learning resources (Neo, 2003), and recent researchers have addressed the educational potential of web videos. For example, web video plays an important role in delivering course materials to online learners as learning online becomes a more common practice in education (Hartsell & Yuen, 2006). Web videos of Web 2.0 can be utilized as cognitive tools to guide and support students’ learning activities in the classroom when they have access to video sources in constructive settings (Krauskopf, Zahn, & Hesse, 2012). Haga and Kaneda (2005) combined video and bulletin board systems to help students understand the discussion and the lecture more deeply. On the other hand, the searching and downloading of published online teaching resources is a common practice among teachers (Dooly, 2009). Thus it is worth exploring the type of web videos that are possible to be adopted in classroom and how they affect students’ learning.

According to the literature, using web videos for teaching involves issues of technology, pedagogy, and curriculum content. In the technical aspect, the web video is associated with the bulletin board for deeper understanding of a lecture (Haga & Kaneda, 2005). Pedagogy can use the web video for idea-sharing and for supporting productive discussion (Borko, Jacobs, Eiteljorg, & Pittman, 2008). In terms of curriculum content, web videos can record teachers’ lectures for students’ self-learning in distance education. These different issues, however are interrelated with each others. Ting and Tai (2012a) argue that using the web video in education is not a trivial issue from the aspect of technology, pedagogy, and curriculum content.

In the aspect of student use, the popularization of home computers and broadband network connection have increased students’ extracurricular use, including activities not linked to study-related tasks. Home computer use and Internet access undoubtedly encourage the acquisition and utilization of web resources, contributing to the possible development of valuable teaching and learning strategies for in-school learning (Kuhlemeier & Hemker, 2007). The web environments that students are familiar with in their leisure life and the attitudes that they construct toward resources available in the web may mediate their attitude toward the web resources demonstrated in the classroom (Sharples, Milrad, Arnedillo, & Vavoula, 2007).

Students are now referred to as digital natives, leading their lives immersed in web applications and services, and they learn differently from previous generations (Ng, 2012). They do this without requests from parents or school, and are evidenced to engage themselves into the use of web tools and sharing of text and videos on the web in their leisure time (Junco, 2012). Web video sharing applications, such as YouTube, are becoming popular because of the rapid growth in broadband Internet connections. The increase in computer processor speed makes video editing and format conversion/compression significantly faster, as well as increasing the popularity of shooting videos on cell phones or digital cameras (Godwin-Jones, 2007). This study values the popularity of web videos among youngsters in their sharing and enjoyment over the Internet. Meanwhile, more and more corporations use web videos to promote their product. When the product is technology oriented, the corporation may spend many of its resources to make high quality videos to promote the technology associated with that product. Hence, educators may consider recognizing students’ aptness in acquiring web information and leveraging the corporate resource offered over the web, and begin to integrate the corporate web videos into the classroom teaching. In addition, the use of students’ familiar web environments in their leisure life seems to add a new dimension of contextual and authentic learning in school settings. This proposed teaching may bring in different learning experience to students and foster changes in their attitude toward the use of web videos for learning.

Given these reasons, someone may suspect the value of video for education. Lawless and Pellegrino (2007) argued that it is critical to ensure teachers learn how to make the most effective instructional use of new technologies and adapt their teaching to changing school
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