Chapter XII

Using Video to Productively Engage Learners

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Abstract

This chapter focuses on the different uses of video technology for instruction and assessment. The use of video technology allows performance-based skills, knowledge and disposition for learning to be demonstrated and recorded for a number of uses. The uses of video technology provide ways for students with different backgrounds and experiences as well as language differences to effectively engage with their performance and develop their skills, knowledge and dispositions. Through engagement in performance recorded via video technology, students become more motivated to prepare effectively. Action-oriented videotaping allows those students with less language skills to make use of alternative ways to demonstrate their skill, knowledge and disposition to learn in an effective and supportive environment. Each of the uses for video technology utilizes different strategies and techniques. Successful examples of each use of video technology are provided within this chapter for using video effectively in undergraduate as well as K-12 settings.
Introduction

Video technology has made a profound impact on modern life. We respond daily to the visual images created via video technology regarding events close to our home or across the globe. We learn about science, history, geography, cultures and the arts through the medium of video technology. Because of its visual and auditory content, the video medium provides a means to collect images and sound that impact education because it is demonstrative and interactive. Video technology, for the purpose of this chapter, is defined as the use of recorded images and sound via different media formats—including videotape, videodisks, digital desktop video, multimedia, CD-ROM, interactive TV and Web-based media—to achieve a practical purpose. It is an ever-evolving technology, leading to evolving practical uses. The use of video technology in education has evolved into complex combinations with other forms of media, including audio, data, graphics, text, tape, CD, DVD and computer (Thornhill, Asensio, & Young, 2002). According to the United States Department of Education (U.S. DOE) (1993), the increasing affordability and popularity of video recorders and hand-held cameras has affected the use of this technology within schools; accordingly, teachers find video technology to be highly motivating and educationally valuable.

This chapter focuses on different applications of video technology to improve learner outcomes and develop more engaged learners. In particular, focusing upon the nature of the instruction delivered and opportunities for increasing student engagement, knowledge and disposition for learning, this chapter provides specific strategies that should be used in the classroom. The chapter also provides strategies that teachers and teacher candidates can use for their own self-reflection. Finally, the chapter looks forward to the challenges created by continued development of the integration of digital video technology with computers.

Background

Aided by the development of video home system (VHS) videotape by Japan Victor Company (JVC) of Japan in 1976 and the increasing miniaturization of camera technology, video use became affordable and accessible to the public (Center for Enhancing Learning and Teaching, n.d.; Pogue, 2000). Thornhill et al. (2002) noted that research on the use of moving images in education goes back as far as 1918. According to Von Schoff, Sherman, Davies, and Messman (2004), by the mid-1970s, the use of film and video in the classroom became an area of intense research; and by the early 1980s, many universities had access to video technology for recording and playback purposes. These cameras and recording decks were cumbersome and too expensive for most K-12 school settings. However, the smaller cameras and decks developed for home use in the late 1970s opened the door to public use of video (Pogue, 2000). As the medium became more public, teachers found video equipment highly motivating and valuable as an educational tool (U.S. DOE, 1993). The advent of videotape provided teachers with the power to pause, quickly rewind and replay sections of the videotape for further study by their students. The ease of operation quickly established video as a media of choice in schools.
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