Promoting Audiovisual Formats for Developing Teaching Digital Competences

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ABSTRACT

The introduction of audiovisual language on communicative models of modern society is an uprising constant which has made it the leading communicative method amongst new generations over overcoming written media. In this paper, the authors focus on how important is use of video tutorial in university teaching as an efficient and accessible resource in the teaching and learning processes. They may introduce the initiative developed by the La Laguna University called ‘ULLmedia Express yourself’ which combines teaching staff’s training work for the creation of video tutorials applied to teaching with the needed infrastructure for its production. This initiative seeks extension of video tutorial tool and its many aspects in university teaching without meaning additional costs for the institution, promoting ‘communicative closeness’ between teacher and students as well as creative and innovating spirit from teachers in their professional duties.

Keywords: Self-Production, Teaching Resources, University Teaching, Video Tutorial, Virtual Teaching

1. INTRODUCTION

In modern society of information’s context -dominated by the iconosphere - Abraham Moles, The mosaic culture (Moles, 1978) - the video’s performance is quite important as a communicative channel. All contents generated in written format have been relegated lately by immediacy, closeness, attractive and precision of audiovisual media. It should be underlined Joan Ferrés statement: ‘Audiovisual culture or iconosphere generates a new kind of person, deeply modified about perceptive habits, mental processes and tastes’ (Ferrés, 1994). So, different researchers following the line opened by Vigotsky between the sixties and eighties (Vigotsky, 1986) state that new generations are starting to incorporate in their neurological nature an outstanding predisposition for assimilating audiovisual contents
against written contents. Taking just a look at the most popular communication systems actually such as social networking sites fed mainly by audiovisual language (Facebook, Twitter) and public video libraries (YouTube, Vimeo) have been gaining ground over written formats for spreading contents until forcing traditional media to incorporate on their online editions an ever increasing amount of informative videos for competing in same conditions facing the rising demand.

In business world, it’s usual since a few years ago that internal and external communications from corporations are performed through video messages. So, communications between different work teams with customers or public take place through videos (video tutorials, videoconference and video news). This trend has been reinforced by time saving and cheaper production costs against other formats such as paper or eBooks. This means time and costs spent in writing a document, taking pictures and printing or either digitalizing its information is replaced by an image snapshot with sound from the speaker and a computer screen where all content that could be printed is shown properly: text document, images and graphics. Also there is the incentive of simultaneity as informative material recorded, interactive or live allows multidirectional communication so video’s addressees may answer in the same format generating new contents from other users in the same video library.

2. BACKGROUND AND RELATED WORK

2.1. Teaching-Learning, ICTs, and Digital Competence

The society of information, communication and knowledge has the common denomination of information and communication technologies (ICTs) which are based on digitalization of contents. The process of teaching-learning is based today on competence, skills, abilities and dexterity. This work focuses on convergence between teaching-learning and digital competence, supported by ICTs; a competence considered basic and fundamental in our education system.

Over 50 years, we have evolved from reading-writing alphabetization to computers and then ICTs. At this point, digital competence acquires full meaning and utility, in a mainly audiovisual society.

Vivancos (2008) distinguishes three evolution steps on ICT alphabetization for education. First one refers to inclusion of learning about these technologies around 1980; then its curriculum integration arrived, referred to the need of learning and including them as didactic resources between 1990 and 2000. Later, the impregnation, related to the increasing need of learning more, and afterwards the ICTs since 2000 until now. This is the third step where we find ourselves right now when we talk about digital competence.

Although this work is focused on use of the video tutorial in university teaching, it’s unavoidable mentioning the definition of digital competence proposed by experts for previous education levels. In Spain, the Fundamental Laws 1513/2006 and 1631/2006 are the ones which settle its meaning for primary and secondary education (Vivancos, 2008). Although the treatment of information and digital competence come together in these legal texts, we extract what concerns to the second one which states that ‘it includes using the technologies of information and communication extracting their maximum performance starting from nature’s understanding and operating mode of the technology systems having in mind the effect those changes have on personal, social and working contexts. Digital competence brings the frequent use of technology resources available for solving real problems in an efficient way. It also makes possible evaluating and selecting new sources of information as they appear according to their utility for solving tasks or specific aims.’

In this situation, formative requirements emerge for both teacher and learners. Those students who are currently completing degrees adapted to Bologna’s plan and European Space
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