Continuous Learning through Video-Based Courses: 
The Key to Sustainable Use of Multimedia

Walter Nuninger, University of Lille, Villeneuve d’Ascq Cedex, France
Jean-Marie Châtelet, University of Lille, Villeneuve d’Ascq Cedex, France

ABSTRACT

The tremendous changes in the context of Higher Education motivate the organization to integrate new innovative ICT solutions to comply with quality challenge. This affects the trainers in their practices, looking for pedagogical tools to integrate into the course. In the framework of distance learning or WIL, note the usefulness of LMS and the asset of multimedia with educational videos to strengthen the blended course efficiency. This paper explores a set of solutions used in and for a hybrid course, integrating guidance and feedback to support the audience’s evolution. Though such pedagogical devices are levers for increased knowledge ownership, the trainers have to overcome blocks: the IT basics for end-users to access trainings that integrate digital means, but also their personal expertise as IT independent-users with respect to multimedia, changing their teaching practices. They will “learn by integrating” the tool into their course, in reference to the Ldl approach (“learn by doing”), sharing and transforming the pedagogical culture in the Community of Practice (CoP).

KEYWORDS

Collective Intelligence, Community of Practice, Education of Trainers, Good Practices, Learning by Doing, Pedagogical Multimedia, Repository of Skills, Social Responsibility, WIL

INTRODUCTION

The changes in Higher Education (HE) are motivated by society needs and Quality Assurance; a framework found in the European Standards and Guidelines (ESG) by the European Association for Quality Assurance in Higher Education (ENQA) for instance to ensure the operational performance triangle between objectives, results and resources. In this context, the trainer is the one in charge facing the groups (bigger ones with heterogeneous prior experience and training path) and has to adapt his personal teaching practices to the situation on the ground. The tremendous evolution of Information and Communication Technologies for Education (ICTEs) gives videos a new key importance for learning, training and teaching. Educational videos, for instance seem an easier, quicker and cheaper way to access information, transfer knowledge and develop skills. Today, the digital world has a viral effect leading to new behaviors in the classroom but also offers new opportunities with various social networks and well-known multimedia platforms, sharing content. Then, to benefit from the data, the challenge is for citizens to be able to search, analyze and select validated resources to meet their needs. For the HE providers, the issue is to provide the digital means and to support the trainers in integrating multimedia into their courses to comply with the learning outcomes. Some useful aspects of video are found in MOOCS, e-learning, distance learning with secure proprietary systems from the...
Universities but also in the classroom. This spread of technology in HEIs motivates the committed parties in the trainings to develop new skills and change behaviors (Wang, 2008): first, the trainer (teacher) looking for innovative ways to motivate and facilitate access to knowledge, improving ownership and operational skills. Second, the students (learners) expecting easier ways to learn through more attractive and interactive activities with less reading at first glance. The course scenario turns out hybrid (Nuninger, 2017a, 2017b), based on active pedagogy like blended-courses, problem-based learning and work situations to enhance reflexive learning (Cendon, 2016). The learners will have to be more actively involved for an increasing learning autonomy. The trainers’ teaching paradigm changes towards a tutor and mentor attitude, not just giving content, but supporting and guiding for personal development. The multimedia-based training approach questions different aspects this paper aims to explore: the creation and selection of video resources with respect to learning outcomes, their integration into the course scenario, data sustainability including access and copyright, then the impact on the audience with respect to behaviors and content overview. The learning efficiency requires obligatory learning activities, deadlines and feedback for guidance towards the goals (Nuninger & Châtelet, 2017). The Work Integrated Learning (WIL) implies being flexible and taking into account the external constraints (e.g. time, schedule and alternation in the scope of blended-courses). It is not only a teaching issue because the video choice also turns it into a technical challenge for the parties, including multimedia and IT services. The end-user learners should satisfy the IT basics as described in the International Computer Driving License (ICDL), while the trainers are expected to be proficient-users to mobilize multimedia technology (Albion, 2001) to perform the training task with confidence and in a well thought out way.

The purpose of this paper is to summarize some practices with respect to the use of videos and digital pedagogical devices in the framework of WIL. The reminder of this paper is organized as follows. First, a background dealing on WIL specifications, reflexive learning and IT requirements. Second, the specifications for video use in the course are explored. Third, feedback is given for a selected set of experiments with video in different contexts to confirm the desire to use this. Then, a video course scenario, with pros and cons to integrate videos into the blended course, is proposed enriched by a short survey on practices. Finally, the conclusion provides the future prospects with respect to the training of tutors within the multimedia tools to enhance a shared tutoring culture.

BACKGROUND

Work Integrated Learning Specifications

Our experiments deal with different kinds of training path, but mainly in the context of WIL (Nuninger & Châtelet, 2014). The WIL is a global framework to take advantage of education and professional training while sharing cultures in a joint training action for mutual benefit (Ferns et al., 2015): consistency of the expected abilities in the workplace based on strong ownership of knowledge for recognition and economic efficiency. The success of such trainings lies in the co-design based on a repository of competences that unify the professional skills and the academic curriculum, then the selected organization for implementation with accountability of the prioritized resources (Nuninger et al., 2016). WIL is demanding for the parties, i.e involvement, openness of trainers and active behavior of trainees, but the issue is a worthwhile customization of the individual competence mapping based on a designed Formative Work Situation. For the stakeholders, the underlying values of WIL are based on collective intelligence for professional efficiency as teamwork (Johnson, 2011); emotional intelligence (Brackett et al., 2011) for a higher level of creativity and social intelligence for desired interactions and healthy relationships (Davies et al., 2011), focusing on what matters, WIL enhances learning organizations, sharing the same culture with a strong involvement of the industrial partners. The choice of a learner-centered pedagogy brings out the necessity of hybrid-courses to strengthen learning skills during alternation and motivate change. Initiated by a multidisciplinary pedagogical
On-Demand E-Learning Content Delivery Over the Internet
www.igi-global.com/article/demand-learning-content-delivery-over/1669?camid=4v1a