

Rosabel Roig-Vila (Ed.)

# El compromiso académico y social a través de la investigación e innovación educativas en la Enseñanza Superior

Rosabel Roig-Vila (Ed.)

# **El compromiso académico y social a través de la investigación e innovación educativas en la Enseñanza Superior**

*El compromiso académico y social a través de la investigación e innovación educativas en la Enseñanza Superior*

EDICIÓN:

Rosabel Roig-Vila

Comité científico internacional

Prof. Dr. Julio Cabero Almenara, Universidad de Sevilla

Prof. Dr. Antonio Cortijo Ocaña, University of California at Santa Barbara

Prof. Dra. Floriana Falcinelli, Università degli Studi di Perugia

Prof. Dra. Carolina Flores Lueg, Universidad del Bío-Bío

Prof. Dra. Chiara Maria Gemma, Università degli studi di Bari Aldo Moro

Prof. Manuel León Urrutia, University of Southampton

Prof. Dra. Victoria I. Marín, Universidad de Oldenburgo

Prof. Dr. Enric Mallorquí-Ruscalleda, Indiana University-Purdue University, Indianapolis

Prof. Dr. Santiago Mengual Andrés, Universitat de València

Prof. Dr. Fabrizio Manuel Sirignano, Università degli Studi Suor Orsola Benincasa di Napoli

Comité técnico:

Jordi M. Antolí Martínez, Universidad de Alicante

Gladys Merma Molina, Universidad de Alicante

Revisión y maquetación: ICE de la Universidad de Alicante

Primera edición: octubre de 2018

© De la edición: Rosabel Roig-Vila

© Del texto: Las autoras y autores

© De esta edición:

Ediciones OCTAEDRO, S.L.

C/ Bailén, 5 – 08010 Barcelona

Tel.: 93 246 40 02 – Fax: 93 231 18 68

[www.octaedro.com](http://www.octaedro.com) – [octaedro@octaedro.com](mailto:octaedro@octaedro.com)

ISBN: 978-84-17219-25-3

Producción: Ediciones Octaedro

Cualquier forma de reproducción, distribución, comunicación pública o transformación de esta obra solo puede ser realizada con la autorización de sus titulares, salvo excepción prevista por la ley. Diríjase a CEDRO (Centro Español de Derechos Reprográficos, [www.cedro.org](http://www.cedro.org)) si necesita fotocopiar o escanear algún fragmento de esta obra.

NOTA EDITORIAL: Las opiniones y contenidos de los textos publicados en esta obra son de responsabilidad exclusiva de los autores.

## 56. Facebook video contest as a tool for synthesis and self-reflection on the learning process\*

Juan Formigós Bolea<sup>1</sup>, Veronika Karlová Bílková<sup>2</sup>, Víctor Gallardo Fuster<sup>3</sup>, Miluše Matějcová<sup>4</sup>, Lucie Převlocká<sup>5</sup> y Veronika Dubová<sup>6</sup>

<sup>1</sup>Universidad de Alicante, formigos@ua.es; <sup>2</sup>Soukromá vyšší odborná škola sociální, O.P.S. (SVOSS), veronika.bilkova@centrum.cz; <sup>3</sup>Universidad de Alicante, vgf15@alu.ua.es; <sup>4</sup>Vyšší odborná škola zdravotnická a Střední zdravotnická škola, Trutnov, matejcova@szstrutnov.cz; <sup>5</sup>Vyšší odborná škola zdravotnická a Střední zdravotnická; škola, Trutnov, prevlocka@szstrutnov.cz; <sup>6</sup>Universidad de Alicante, vdubova@ua.es

### ABSTRACT

Students handle technology regularly and practically and all of them make use of a smartphone. Integrating this fact into teaching allows us to approach the pedagogical objectives that we pursue, encouraging them to be involved in their learning and achieving better results in a simpler way for them. The students participated in an international video contest, which was used as an excuse by the organizers, making their own videos related to the subject they study. These videos were later published on the worldwide social network Facebook so that people could vote for them. Basic rules and a deadline for sending the work were provided. Subsequently, they proceeded to assess these contributions by themselves through a survey to know how they qualified the experience. 164 students from 5 countries participated, which produced 51 videos that received a total of 65,591 views in just one week. After the analysis of the questionnaires, it is concluded that the students liked it and they considered it easy to carry out this activity, since it did not cost them too much effort. In addition, it was useful because they reviewed the agenda, learned and synthesized content and ideas. Finally, 94% of them considered the experience positive.

**PALABRAS CLAVE:** PBL, Self-study, Teaching Methodology

### 1. INTRODUCTION

Nowadays all the students have a cell phone, they are skilful in handling it and they frequently use social networks. Communication through the Internet and multimedia resource sharing has become common in the population. However, it does not seem that these tools are used as a tool in the teaching-learning relationship and, in fact, there are many teachers - also at the University level - that are not much inclined to integrate these devices into their practical lessons from several reasons, such as cultural resistance, pedagogical issues or institutional constraints (Manca & Ranieri, 2016). Nor the students seem to claim it (Donlan, 2014). However, when its use is encouraged, it is noted that those who use their smartphones more in the classroom, get more performance and show more favorable attitudes toward their use (Rap & Blonder, 2017). To experience the use of mobile as a teaching resource, last year we conducted a pilot project among four educational institutions, two vocational training centers and two universities, in which we proposed an international

---

\* The present work counted on the help from the Program “Redes-I3CE de investigación en docencia universitaria” of the “Instituto de Ciencias de la Educación” of the Universidad of Alicante (call 2017-18). Ref.: 4201

competition of short videos made by students themselves with their mobiles. As a fruit of that experiment, we saw that the idea had an interesting potential but also some aspects were to improve. Last year's results showed that students enjoyed the experience, it made them revise syllabuls to create the videos and, above all, they were strongly motivated by the idea of competing with other foreign centres.

In this experiment, we decided to go one step beyond and we proposed a European video contest, prepared by the students themselves to be displayed and voted on Facebook. It is a similar experiment to the last course, but incorporating changes to see what effect it has on the final outcomes. We started with the idea that the students fear more the criticism from their peers than from their teachers, and that mobile technology shifted the tendency of students to learn in a more personalised way (Sulisworo & Toifur, 2016), because the videos are more influential for individual learning of texts (Reychav & Wu, 2015). Currently, teaching-learning model does not support fixed models and its need of permanent innovation (Maneu, López & Lax, 2017), therefore we consider that innovative initiatives, should be taken into account constantly, in particular, working in such a changing world as the world of new technologies with the young population with a high academic level, where the use is massive (Perrin, 2015) and usage habits are less stable than in adults (eMarketer, 2017).

The final goal is to see to what extent does extending this experience to more centres and more countries permit students grow their motivation during the contest, and, as a consequence, whether they really make an effort to achieve better results. Moreover, we pretend to encourage the viewing of other participants' videos to check if it produces some kind of effect, may it only serve as a model to learn about tools of interpersonal communication.

## **2. METHODS**

### **2.1. Context and Participants**

As for difference from our previous experiments, on this occasion we have opened the competition to Vocational Training centres (Higher degrees) and universities across Europe.

There was a "main core" of the participants of the contest which assured us that we had a sufficient number of participants to carry out the contest. Later on, we decided to invite other European centres and universities to participate. The "main core" mentioned before was made up of (1) students of Pharmacology of the University of Alicante (from different degrees such as Nursing, Health Information Technology, Optics), (2) students of infant education and social integration from Soukromá vyšší odborná škola sociální and (3) students of nursing from Vyšší odborná škola zdravotnická a Střední zdravotnická škola, Trutnov. The invitation of other centres was carried out by means of social networking, and, above all, with the aid of acquaintances, friends and partners from other projects of the team of this network.

To help the promotion, a logo of the video contest was developed (Figure 1) appearing as a corporate image in all the documents and websites related to the contest. Institutions of higher education from 12 European countries were invited to participate. The criteria for inclusion were direct contact among centers: we took an advantage of contacts that we had with centres and universities from all over Europe and a personalized email was sent to each of them (teachers and/or centers). Some other invitations were sent to centers in which we did not have any acquaintance, but none of them accepted the invitation to participate in the contest. The contest provided two first prizes: a prize for the video most voted by the public and another video had to be voted by the authors of the videos (each video submitted to the contest gave a right to one vote). In all cases, participation was

encouraged by offering to the winners a certificate from the project coordinators demonstrating the authorship of the winning videos, as well as packs of promotional material from the University of Alicante, the “Costa Blanca” and the Vysočina Region in the Czech Republic.



Figure 1. Logo of the video contest

We asked the teachers to promote the contest among their students, but students had to participate autonomously and not with the help of the teaching staff. We accompanied the request to the teachers with a link to a promotional video ([https://drive.google.com/open?id=1WYi0fDzlpjBQA8v\\_HZ-6f0OZOXLbpB7os](https://drive.google.com/open?id=1WYi0fDzlpjBQA8v_HZ-6f0OZOXLbpB7os)) and the rules of the contest (<https://docs.google.com/document/d/1KjyMix-r8piGJTqXJTAhjaSLgQPZldUUYe1wMwKps/edit?usp=sharing>). The reinforcement was made by the teachers in their classrooms and centers.

We also used the help of the the Communication Unit of the UA and a newspaper of the Vysočina Region, echoing the existence of the contest, which has also contributed to the success of this initiative unhesitatingly.

Some examples of this news diffusion plan were:

- The official web of the University of Alicante: <https://web.ua.es/es/actualidad-universitaria/2018/febrero18/19-25/la-universidad-de-alicante-presenta-la-iii-edicion-del-concurso-internacional-de-videos-didacticos-european-video-contest.html>
- The newspaper with the greatest diffusion of the province of Alicante: <http://www.diarioinformacion.com/universidad/2018/02/21/concurso-videos-2-minutos-palabras/1991054.html>
- Another text in the same newspaper: <http://www.diarioinformacion.com/universidad/2018/02/27/universitat-dalacant-presenta-tercera-edicio/1992890.html>
- Other newspaper of Alicante: <https://alicantepress.com/not/36180/un-concurso-europeo-de-videos-grabados-con-movil-con-mucho-que-ensnar>
- A newspaper of the Vysočina Region: [https://jihlavsky.denik.cz/zpravy\\_region/studenti-vosky-opet-soutezi-ve-vytvareni-vzdelavacich-videi-20180228.html](https://jihlavsky.denik.cz/zpravy_region/studenti-vosky-opet-soutezi-ve-vytvareni-vzdelavacich-videi-20180228.html)

## 2.2. Instruments

In order to be included in the competition, the videos had to be accepted by independent reviewers. All the reviewers were members of our team. Due to the international character of our team, we were able to ensure that the two reviewers were from different countries from those of the author of the video.

The videos should have been (1) recorded with a mobile phone in the horizontal format, (2) less than two minutes long, (3) without words spoken in any language, (4) with texts or symbols that are considered essential in English or preferably with emoticons and (5) without any form of censorship except in case of sexism, racism or any illegal ideology.

Our team created an email account ([europaevideocontest@gmail.com](mailto:europaevideocontest@gmail.com)) and an “official” page on Facebook to show the videos ([https://www.facebook.com/pg/III-European-Video-Contest-1600141856707337/videos/?ref=page\\_internal](https://www.facebook.com/pg/III-European-Video-Contest-1600141856707337/videos/?ref=page_internal)). Authors had to send the videos to the email account in order that all the videos were published by the organizations on the official Facebook page.

## 2.3. Procedures

After sending the videos, but before publishing them, a satisfaction survey was passed to all the participants so that they could evaluate their experience.

The videos were published on the Facebook page so the public could see and vote by means of “likes”. They were on display for a week, from Sunday to Sunday. It is clear that there is the risk of some people giving a “like” to the videos of their friends, mostly inspired by the friendship than by the intrinsic quality of the video. We are aware of this, but the aim of this project is not to obtain a winner of the competition, but to see how the competition itself and its diffusion on Facebook forces students to make a good video, synthesize learning, even if it is to please their friends.

Trying to achieve a fairer assessment of the videos, an email was sent to all the participants inviting them to vote for a video that was not of their own country (one vote per each submitted video). In this way we could assume that quality would be rewarded in a more objective manner, because the students from different countries do not have any relationship among them, then the cross-voting or any similar “agreement” is less probable.

## 3. RESULTS

Fifty-one videos were submitted to the contest, signed by 164 students from France, the Former Yugoslav Republic of Macedonia (FYROM), the Czech Republic, Slovakia and Spain, with the outstanding participation of the University of Alicante.

Contest phase results show that students were able to deliver their videos among acquaintances in an enormous amount. In total, the videos were visited by 65991 people and received totally 3736 likes... In one week!

In the category of the most voted video on Facebook, the top five classified are those that are shown in Table 1. In the data we can observe a correlation between the outreach and the number of likes of each video, however, this correlation is not in all cases and there are exceptions, as occurs in the case of the video “How to play the piano”, which has been the second video with more outreach, however, it has occupied the fourth position.

In the category of votes sent by the authors, the results were very disappointing because of the low participation of students. Rules allowed to send a vote to each video submitted, but from 51

videos submitted, only six teams voted for one video. The “winning” video received two votes and the others only one vote per each one, so there is one winner and a four-way tie in the second place (Table 2).

**Table 1.** Ranking of the best qualified videos, by a vote of the public, by means of “likes

	<b>Title</b>	<b>Center</b>	<b>Country</b>	<b>Reach</b>	<b>Likes</b>	<b>Link</b>
1	Prevention of risks connected to physical activity intended for helping people	Lycée Depoorter - Hazebrouck	FR	15191	1304	<a href="https://www.facebook.com/1600141856707337/videos/1626008177454038/">https://www.facebook.com/1600141856707337/videos/1626008177454038/</a>
2	First aid for choking infant	University of Alicante	ES	2427	436	<a href="https://www.facebook.com/1600141856707337/videos/1625630047491851/">https://www.facebook.com/1600141856707337/videos/1625630047491851/</a>
3	The life with diabetes	Secondary medical school Nové Zámky Slovakia	SK	3064	238	<a href="https://www.facebook.com/1600141856707337/videos/1625405204181002/">https://www.facebook.com/1600141856707337/videos/1625405204181002/</a>
4	How to play the piano	SVOŠS Jihlava	CZ	10812	182	<a href="https://www.facebook.com/1600141856707337/videos/1625413304180192/">https://www.facebook.com/1600141856707337/videos/1625413304180192/</a>
5	Blind person	SVOŠS Jihlava	CZ	2879	178	<a href="https://www.facebook.com/1600141856707337/videos/1625456314175891/">https://www.facebook.com/1600141856707337/videos/1625456314175891/</a>

**Table 2.** Ranking of the best qualified videos, by vote of the authors (one vote per each submitted video)

	<b>Title</b>	<b>Center</b>	<b>Country</b>	<b>Link</b>
1	The life with diabetes	Secondary Medical School Nové Zámky Slovakia	SK	<a href="https://www.facebook.com/1600141856707337/videos/1625405204181002/">https://www.facebook.com/1600141856707337/videos/1625405204181002/</a>
2	Prevention of risks connected to physical activity intended for helping people	Lycée Depoorter - Hazebrouck	FR	<a href="https://www.facebook.com/1600141856707337/videos/1626008177454038/">https://www.facebook.com/1600141856707337/videos/1626008177454038/</a>
2	Leg Fracture	Secondary Medical School, Nové Zámky	SK	<a href="https://www.facebook.com/1600141856707337/videos/1625406720847517/">https://www.facebook.com/1600141856707337/videos/1625406720847517/</a>
2	All nurses are not the same	Vyšší odborná škola zdravotnická a Střední zdravotnická škola, Trutnov	CZ	<a href="https://www.facebook.com/1600141856707337/videos/1625401277514728/">https://www.facebook.com/1600141856707337/videos/1625401277514728/</a>
2	How to make cupcakes	SOU Taki Daskalo - Bitola	MK	<a href="https://www.facebook.com/1600141856707337/videos/1626462864075236/">https://www.facebook.com/1600141856707337/videos/1626462864075236/</a>

Has it been very hard to make the video? / ¿Te ha costado mucho trabajo hacer el video? / Bylo obtížné natočit vaše video?

69 responses

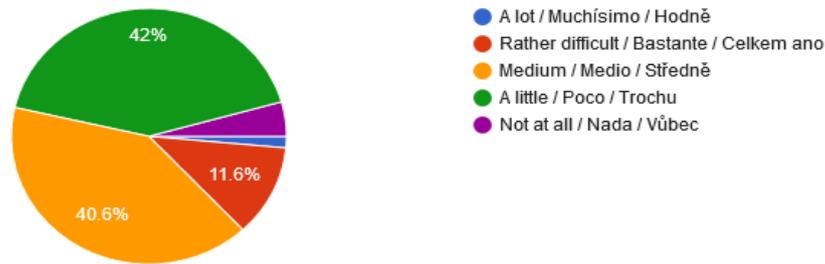


Figure 2. Answers to the question: “Has it been very hard to make the video?”

Did you have to review the syllabus to make the video? / ¿Has tenido que repasar el temario para hacer el video? ...te projít sylabus kvůli natočení videa?

69 responses

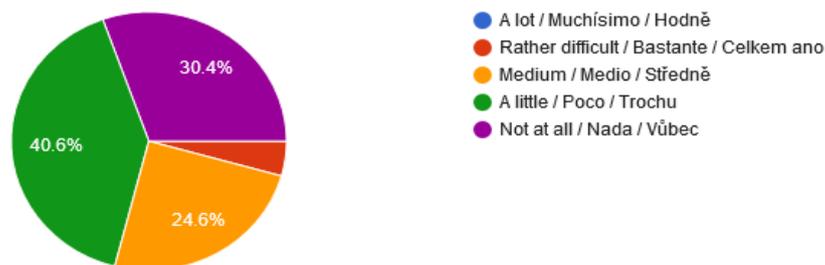


Figure 3. Answers to the question: “Did you have to review the syllabus to make the video?”

The results show that the effort is not about reviewing the sources but summarizing content to be able to express it within the limited duration of the video (Fig. 4), and without eliminating important content (Fig. 5).

Did you have to summarize ideas to be able to explain everything that you wanted to include in the video? / ¿Has ...lit vše, co chcete obsáhnout ve videu?

69 responses

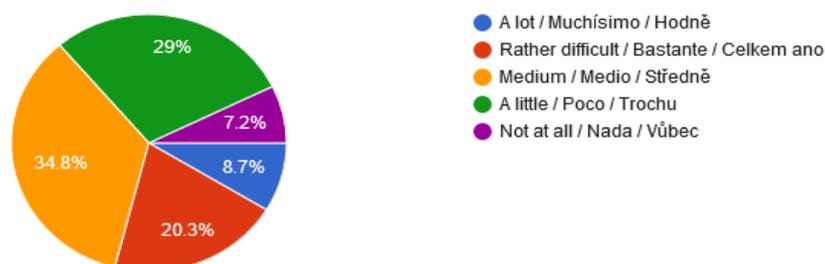
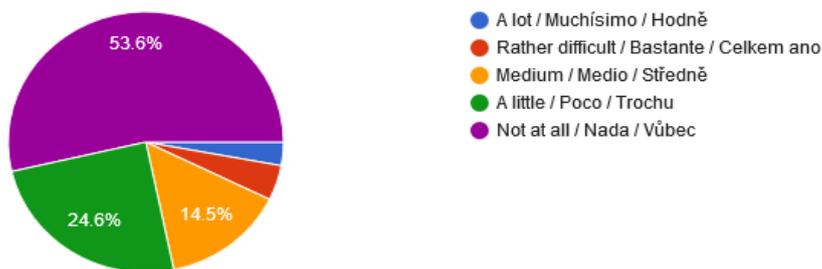


Figure 4. Answers to the question: “Did you have to summarize ideas to be able to explain everything that you wanted to include in the video?”

Did you have to eliminate important things from the video because of lack of time? / ¿Has tenido que eliminar cosas...é věci z videa kvůli nedostatku času?

69 responses

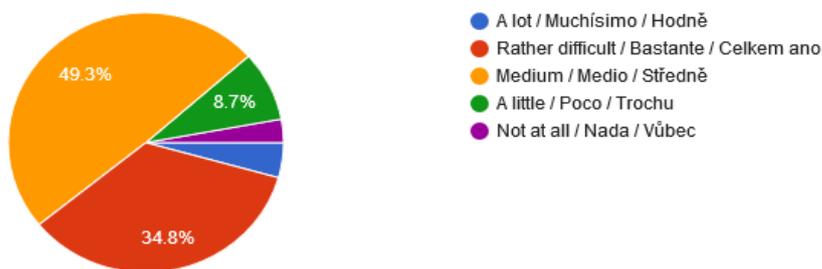


**Figure 5.** Answers to the question: “Did you have to eliminate important things from the video because of lack of time?”

The results also show that the effort to summarize the contents without removing anything important helped students learn and produce a utility product: the 88.4% consider that they “have learned things” by making the video (Fig. 6) and more than 90% consider that their video really shows content to whoever sees it (Fig. 7).

When making the video... Do you think that you’ve learned things related to your degree? / Haciendo el video... ¿C... související s vaším studijním oborem?

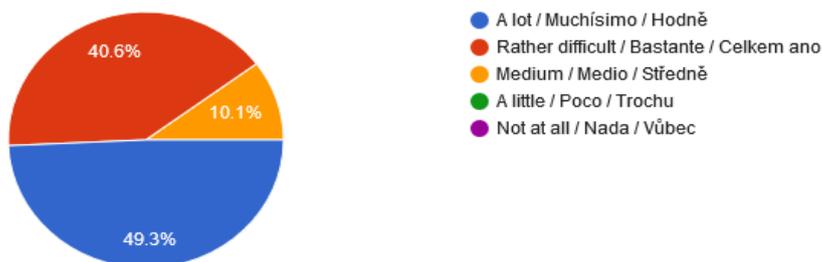
69 responses



**Figure 6.** Answers to the question: “When making the video... Do you think that you’ve learned things related to your degree?”

Do you think that your video actually teaches to do something? / ¿Crees que tu video realmente enseña a hacer algo...ruje, jak vykonávat nějakou aktivitu?

69 responses



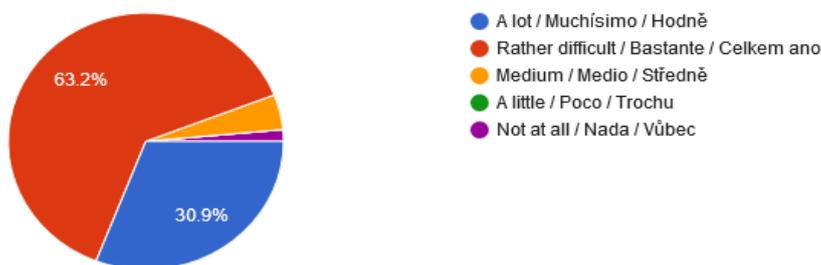
**Figure 7.** Answers to the question: “Do you think that your video actually teaches to do something?”

The questions regarding problems to make the video show that the majority (58.0%) had no problems to do it. Among people who acknowledge having troubles, 75.9% of them said that they experienced technical problems and only a 10.3 of them said that they had problems with the translation into English of the texts of the video (home, explanatory notes, etc).

The final part of the questionnaire raises more subjective questions and, in them, it is clear that the overall balance of the experience was very positive, students liked the experience, in fact, 94.1% of them said that the effort has been worthwhile (Fig. 8), also a big majority (78.3%) consider that the experience was helpful for them (fig 9).

**Is it worth the effort? / ¿Merece la pena el esfuerzo? / Stálo to za tu námahu?**

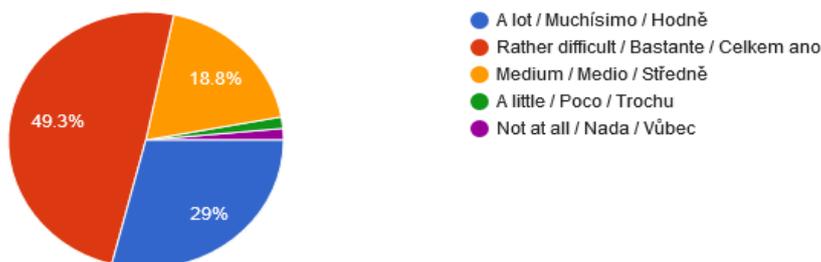
68 responses



**Figure 8.** Answers to the question: “Is it worth the effort?”

**Now that you’ve already finished with the issue, has this experience been helpful for you? / Ahora que ya has aca...i, byla to pro vás užitečná zkušenost?**

69 responses

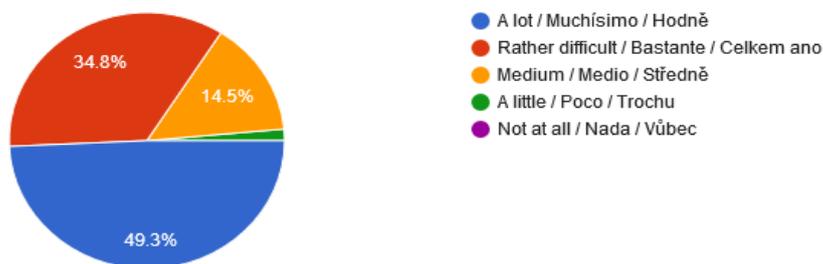


**Figure 9.** Answers to the question: “Now that you’ve already finished with the issue, has this experience been helpful for you?”

In a general view of the contest, the big majority (84.1%) said that they liked the fact that the video could be seen in other countries (Fig 10) and that it should be repeated in the next course (Fig 11).

Did you like the experience of making a training video and that people from other countries could watch it? / ¿Te ha...nit lidem z jiných zemí jeho shlédnutí?

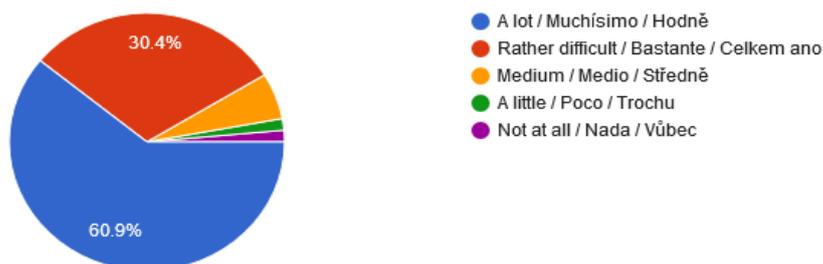
69 responses



**Figure 10.** Answers to the question: “Did you like the experience of making a training video and that people from other countries could watch it?”

Do you think that we should repeat the experience next year? / ¿Crees que la deberíamos repetir la experiencia el p...li tuto aktivitu zopakovat i příští rok?

69 responses



**Figure 11.** Answers to the question: “Do you think that we should repeat the experience next year?”

#### 4. DISCUSSION AND CONCLUSIONS

The analysis of the results leads to a series of isolated conclusions that altogether help us make up the final construct.

The first one is that students liked making the videos and publishing them on Facebook. They liked the fact that their videos were going to be shown abroad, but, above all, they liked to spread the video among their friends. In fact, the vast majority sent messages to their relatives and friends to vote for the video that they created. We think that it is highly unlikely that a video reaches thousands of people in a week without promotion, and the winner had an outreach greater than 15,000 people. In one week!

The effect of extending the contest to other centres from other countries has been positive. The more countries, the more potential spectators and this has been evaluated in a positive way by the students. However, there has been no interest in voting for the videos produced in other countries.

Participation in this voting was very low (11.7% of the invited) which leads us to the idea that there is no interest in the videos of other participants. The possible effect that watching other participants' videos may have on the students has been, accordingly, null.

Comparing the two previous facts, we can conclude that they made their video creations and, once posted on Facebook by our team, they shared their own video to their colleagues, family and friends... and even abroad, but they had no interest in the view of rating or voting for the videos that other students have made. We conclude, then, that this behaviour is compatible with the "digital narcissism", that was described auguring a catastrophic future by Keen (2007a). The first conclusion of this study confirms another Keen's sentence: "the Youtube generation are more interested in self-expression than in learning about the outside world" (Keen, 2011b). The development and publication of the videos seems to be a way to proclaim itself as the author of a work who needs the collaboration of their contacts. It is an elegant way of self-promotion, without falling into the narcissism which is poorly valued in the context of social networks (Kauten, Lui, Stary & Barry, 2015)

But, as we said at the beginning, we are investigating if the contest helped the students to work and summarize contest, not the quality or the fairness of the contest, and the results have shown that students made videos, then, they had to reflect in it the content of the disciplines and summarize them to explain them in less than two minutes, even if the contents are complex... and they did it and also, they are happy about this and considered that the experience was useful for them.

We did not create the "digital narcissism" in young people, nor we knew what impact it would have on the society of the future, but our conclusion is that this quality can be used for their own benefit, that they agree with the activity, that they consider that the activity helped them, and that they themselves recommend to repeat this activity in future years...

In view of the results, we can conclude that the experience has been a success, well valued by the students. It has helped them establish knowledge without having to make too much effort. Conveniently conducted or adapted, Facebook video contest is a tool for synthesis and self-reflection on the learning process.

## 5. REFERENCES

- Donlan, L. (2014). Exploring the views of students on the use of Facebook in university teaching and learning. *Journal of Further and Higher Education*, 38(4), 572-588. <https://doi.org/10.1080/0309877X.2012.726973>
- eMarketer. (2017). Instagram, Snapchat adoption still surging in US and UK. Retrieved from <https://www.emarketer.com/Article/Instagram-Snapchat-Adoption-Still-Surging-US-UK/1016369>
- Kauten, R. L., Lui, J. H., Stary, A. K., & Barry, C. T. (2015). "Purging my friends list. Good luck making the cut": Perceptions of narcissism on Facebook. *Computers in Human Behavior*, 51, 244-254. <https://doi.org/10.1016/j.chb.2015.05.010>
- Keen, A. (2007a). *The cult of the amateur: How today's internet is killing our culture*. New York: Doubleday.
- Keen, A. (2007b). *The cult of the amateur: How blogs, MySpace, YouTube, and the rest of today's user-generated media are destroying our economy, our culture, and our values*. New York: Doubleday.
- Manca S., & Ranieri, M. (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216-230. <https://doi.org/10.1016/j.compedu.2016.01.012>

- Maneu, V., López, D., & Lax, P. (2017). Técnicas docentes y plasticidad como requerimientos de eficacia didáctica. In *Investigación en docencia universitaria: Diseñando el futuro a partir de la innovación educativa* (pp. 597-605). Barcelona: Octaedro Editorial. Retrieved from <http://hdl.handle.net/10045/71164>
- Perrin, A. (2015). Social media usage. *Pew research center*. Retrieved from <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>
- Rap, S., & Blonder, R. (2017). Thou shall not try to speak in the Facebook language: Students' perspectives regarding using Facebook for chemistry learning. *Computers & Education, 114*, 69-78. <https://doi.org/10.1016/j.compedu.2017.06.014>
- Reychav, I., & Wu, D. (2015). Mobile collaborative learning: the role of individual learning in groups through text and video content delivery in tablets. *Computers in Human Behavior, 50*, 520-534. <https://doi.org/10.1016/j.chb.2015.04.019>
- Sulisvoro, D., & Toifur, M. (2016). The role of mobile learning on the learning environment shifting at high school in Indonesia. *International Joournal of Mobile Learning an d Organisation, 10*(3), 159-170.