Investigación en docencia universitaria

Diseñando el futuro a partir de la innovación educativa
Investigación en docencia universitaria. Diseñando el futuro a partir de la innovación educativa
Investigación en docencia universitaria. Diseñando el futuro a partir de la innovación educativa

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
Profa. Dra. Floriana Falcinelli, Università degli Studi di Peruggia
Profa. Dra. Carolina Flores Lueg, Universidad del Bio-Bio
Profa. Dra. Chiara Maria Gemma, Università degli studi di Bari Aldo Moro
Prof. Manuel León Urrutia, University of Southampton
Prof. Dr. Gonzalo Lorenzo Lledó, Universidad de Alicante
Prof. Dr. Enric Mallorquí-Ruscelleda, California State University-Fullerton
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. Antoli Martinez, Universidad de Alicante
Galdys Merma Molina, Universidad de Alicante

Revisión y maquetación: ICE de la Universidad de Alicante

Primera edición: octubre de 2017
© 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 – octaedro@octaedro.com

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) si necesita fotocopiar o escanear algún fragmento de esta obra.

ISBN: 978-84-9921-935-6

 Producción: Ediciones Octaedro

NOTA EDITORIAL: Las opiniones y contenidos de los textos publicados en esta obra son de responsabilidad exclusiva de los autores.
An international short video contest without textual contents as a tool to synthesize learning

Juan Antonio Formigós Bolea\textsuperscript{1}, Veronika Karlová Bílková\textsuperscript{2}, Gemma Yagüe Tormo\textsuperscript{3}, Víctor Gallardo-Fuster\textsuperscript{3}, Veronika Dubová\textsuperscript{1}, Petra Antonů\textsuperscript{4} and Victoria Maneu Flores\textsuperscript{1}

\textsuperscript{1} University of Alicante
\textsuperscript{2} Soukromá vyšší odborná škola sociální, o.p.s.z (República Checa)
\textsuperscript{3} Valencian Regional Government
\textsuperscript{4} Vysoká škola polytechnická (República Checa)

ABSTRACT

In our present context, it is necessary to supply our students with skills and capabilities to fit in the 21st century companies, and to design new activities that potentiate not only their knowledge, but also their capabilities of autonomous work, of better interpersonal communication and of becoming highly qualified professionals. New technologies have revolutionized teaching methodologies. The fact that almost all students dispose of a smartphone, allow this device to be incorporated as an educational resource. We decided to test the possible training effects of a video-recording and editing activity. This exercise, will motivate the students to review and synthetize the contents of the subject matter, and present information in a proper way to be concise, clear and self-explanatory. To achieve this, we proposed an international video contest to students from two universities and two vocational training centres. In total, 36 contest entries were submitted on time. After video submission, authors were sent a self-administered questionnaire online to comment on the experience. In view of the results and the good perceived attitude in the classroom, we conclude that the realization of these short videos and the format of international contest is well received by students as an interesting experience, which makes them reflect on the contents of their own degrees, and allows to work different capabilities of the students.

KEY WORDS: IT Learning, didactic video, didactic contest.

1. INTRODUCTION

In order to supply our students with skills and capabilities to fit in the 21st century companies, it is mandatory to make an effort in order to design new activities that potentiate the autonomous work of the student. New teaching methods provide the student with weapons to face new situations, to solve problems and to become qualified professionals. Nowadays, organizations demand skills for people to learn to act appropriately in the labor market. Developing an autonomous learning is mandatory to fulfill the present needs of our society and have a positive influence in the students (Echazarreta, Prados, Poch, & Soler, 2009; Formigós Bolea et al. 2013; López Rodríguez, Maneu Flores, Formigós Bolea & García Cabanes, 2013). On the other hand, the emotional components related to the abilities are demanded by the actual labor market influence to reach a more productive life and the student’s professional career [Ortega Navas MDCO, 2015]. There is an increasing evidence that the work on emotional intelligence has a positive influence on the learning process of students, and can improve their ability of teamwork and leadership and, furthermore, allow them to have a better interpersonal communication [Ortega Navas MDCO, 2015]. In our team he have experience in the design of teach-
ing activities involving the active participation of the students (Formigós Bolea et al. 2013; Formigós Bolea y Maneu Flores, 2010; Formigós Bolea, Maneu Flores, García Cabanes & Palermo Cabezas 2010a & b; Formigós Bolea, Palermo Cabezas, García Cabanes y Maneu Flores, 2011; García Cabanes et al. 2013; García Cabanes et al., 2011; López Rodríguez, García Cabanes, Bellot Bernabé, Formigós Bolea & Maneu Flores, 2016; López Rodríguez et al., 2014; López Rodríguez, García Cabanes, Formigós Bolea, Bellot Bernabé & Maneu Flores, 2015; López Rodríguez, Maneu Flores, Formigós Bolea & García Cabanes, 2013; Maneu y Formigós, 2010). These activities are usually appreciated by the students, who see them as an added stimulus, and find them useful for their training (López Rodríguez, Maneu Flores, Formigós Bolea & García Cabanes, 2013).

New multimedia weapons facilitate and enrich classroom activities and open new possibilities to stimulate the students. New technologies have revolutionized teaching methodologies at all formative levels. As Prensky stated in 2001, our students are nowadays ‘digital natives’. Therefore, they require different educational models in a different educational system. Due to the highly technological environment around the students, material as multimedia archives (videos or audio archives) can increase the interest for the subject, as they present to the student an equivalent stimulation to the one that they constantly receive in their daily life. This has been well reported by prestigious centres as the Massachusetts Institute of Technology (MIT), which generates and uses courses with audio-visual material (Institute-wide Task Force on the Future of MIT Education, 2013).

The fact that almost all students have a smartphone with an Internet connection, allows to include them as an educational resource. Mobile technologies have been well accepted by students and teachers (Briz-Ponce, Pereira, Carvalho, Juanes-Méndez & García-Peñalvo, 2017; Camilleri & Camilleri, 2017). Ease of access means that students not only access the information, but also learn how to illustrate their own knowledge in different ways (Nielsen, Hoban & Hyland, 2017). Digital practice can be leveraged in order to promote creativity in the context of higher education and vocational training degrees (Hafner, Miller & Ng, 2017). Nowadays, students have surpassed most teachers and adults in the skills in new technologies (Nelissen & Van den Bulck, 2017). In our opinion, an activity that let the students produce materials on their own will let them exploit their creativity. Moreover, we think it will contribute to generate positive emotions and increase the self-motivation of the students towards the learning process and, moreover, this will contribute to adopt a more positive attitude towards life, showing the benefits of emotional education (Campillo Ranea, 2005).

Our main objective was to test the possible training effect of an activity of video recording and editing as a tool of synthesis of learning. This exercise, if well implemented, should require an effort from students to review the contents of the subject matter and, even more importantly, to engage in a summarizing exercise of the contents, presenting information in a concise, clear and self-explanatory way. With this objective, we organized an international video contest in which students could participate if they wanted to.

2. METHODS

2.1. Description of the context and participants

Students came from two cities (Alicante and Jihlava) in two different countries (Spain and the Czech Republic). Centres involved were (1) the University of Alicante, (2) the IES Leonardo da Vinci (3) Soukromá Vyšší Odborná Škola Sociální, O.p.s. and (4) Vysoká škola polytechnická Jihlava.

The contest was introduced to the students as an international contest, based on voluntary participation, in which centres from Alicante (Spain) competed against centres from Jihlava, in the
Czech Republic. Our interest was to present an international contest and the participating centres were chosen due to the fact that we had made previous contacts in past teaching experiences. The international approach seemed to have several advantages. First, as the students knew their videos were going to be seen by other students that did not speak their language, they were more conscious of the need to use self-explanatory images and sequences. Furthermore, the fact that the contest was international added an extra incentive for the students, who were at ease with the fact of having their own created material “spread” through the Web all over the world. Moreover, the approach in form of an international video contest of students from two universities and two vocational training centres could help to avoid the Hawthorne effect, if any.

The activity was assessed by an anonymous online survey addressed to the participants at the end of the activity.

2.2. Instruments
Students had to shoot a video with their mobile phones and use their own phone applications to edit them. Teachers & lecturers didn’t provide any kind of assistance on technical aspects of the video.

The online survey and the descriptive analysis were done using the Google Forms engine. We then looked for inferential differences among sub-groups (gender, nationality, academic level), but no significant differences were found.

2.3. Procedure
The four participating centres opened the video contest. The prior experience of a pre-pilot test contest between two of these centres helped to improve functioning in this second edition.

![Figure 1. Banner of the video contest](image)

The rules of the contest were sent by email and, in compliance with them, the videos should (1) have a didactic purpose in a matter related to their training, but they were free to choose the topic of the video; (2) should be recorded with the phone in a landscape format; (3) should have a maximum duration of two minutes, (4) shouldn’t contain any spoken text, so that videos could be understood by people from both countries, (5) should have essential texts in English, so they could be understood by
people from both countries and (6) should include background music not protected by copyright (they should have a creative commons license).

At the deadline, the videos were posted on a Facebook page, specifically created for this purpose (https://www.facebook.com/pg/ii.Video.Contest.Jihlava.Alicante.2017/videos/?ref=page_internal). The organization team did not share this Facebook Page in any way. Students only had to send a link to their friends, and they were interested in doing so, because the video with most “likes” during the first part of the presentation would win the contest. Once the video was delivered, and before opening the voting period, students participated in a survey to share their opinion on the experience.

3. RESULTS

In total, 36 contest entries were submitted on time. Students strove to announce that they were competing in the contest. When it was opened to the public, a link was sent to the students and thereafter they could resend it to their friends. One week passed between the moment the link was published and the competition closed. In those seven days, students were able to widely circulate their videos (see Table 1).

<table>
<thead>
<tr>
<th>Position in the contest</th>
<th>Title of the video</th>
<th>People Reached</th>
<th>Video Views</th>
<th>Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st.</td>
<td>CPR Maneuver</td>
<td>22,156</td>
<td>7,446</td>
<td>741</td>
</tr>
<tr>
<td>2nd.</td>
<td>How to Brush</td>
<td>5,533</td>
<td>1,941</td>
<td>433</td>
</tr>
<tr>
<td>3rd.</td>
<td>Capillary Puncture Blood Glucose Test</td>
<td>2,734</td>
<td>1,223</td>
<td>458</td>
</tr>
<tr>
<td>4th.</td>
<td>Breathe with Salbutamol</td>
<td>5,003</td>
<td>1,878</td>
<td>392</td>
</tr>
<tr>
<td>5th.</td>
<td>Self-Medication</td>
<td>10,048</td>
<td>3,869</td>
<td>367</td>
</tr>
<tr>
<td>6th.</td>
<td>Use the inhaler with pressurized cartridge and spacer</td>
<td>2,369</td>
<td>1,085</td>
<td>232</td>
</tr>
<tr>
<td>7th.</td>
<td>How to make a hair braid</td>
<td>3,887</td>
<td>1,395</td>
<td>205</td>
</tr>
</tbody>
</table>

The competition itself was successful and had an impact in the media, for example, it was mentioned in: the local journals “Diario Información” of Alicante (28/03/2017) and “Diario Alicante Hoy” (28/03/2017), Intercomarcal Televisión, the website of the University of Alicante (UA), the Website of the Institute for Education Sciences of the UA, the website of the Department of Optics, Pharmacology and Anatomy of the UA, the Website of the Association of Community Nursing, as well as Twitter of the UA, and Facebook page of the Department of Optics, Pharmacology and Anatomy, Facebook page of the UA and Facebook page of the “IES Leonardo da Vinci” of Alicante.

The self-administered questionnaire was answered by 71 people (84.3% of them were women, 67.6% under 21 and 93% under 30 years). A total of 78.9% of the respondents said it was easy or “moderately easy” to make the video (figure 1), 59.2% declared that they did not make much effort to review any content of the subject matter, and 63.4% said they managed to show all the content planned despite the time constraint.

Students considered that the experience was positive for them, since 87.3% of the students said their video was formative, 78.9% affirmed that the experience was rewarding for them, and 85.9% considered the effort of making the video was worth it. In fact, 90.2% said we should repeat the experience in the following courses.

The questionnaire also included a question about the main difficulties found in the process of design/realization/filming/video editing. Of all the options that were proposed, the most significant
was that 47.9% said to have had technical problems with the video and 9.9% said to have had problems with English.

The opinion of the teachers/lecturers who participated in the project was very positive. Their general impression was that students were concerned with doing the video well, taught the topic of the videos well, as well as the drafts, and the scripts prior to the recording.

In addition to this, the data show that participation in the video contest has a little relationship with obtaining better marks in the final exams and the qualifications of the subjects. Although the differences had no statistical significance due to the dispersion of the data, in all the groups where we carried out the experience, the students who participate in the contest obtained better qualifications. Table 2 shows average marks of the qualification in the final exam (the same exam, at the same time, computerized correction), and the differences depending on whether they participated in the contest or not.

Table 2. Main Statistical data of the qualifications obtained in the subject “Pharmacology and therapeutics” in the degree of nursery at the University of Alicante.

<table>
<thead>
<tr>
<th>Participated in the video contest</th>
<th>Average exam marks</th>
<th>Sd.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>7.62</td>
<td>1.2</td>
<td>86</td>
</tr>
<tr>
<td>NO</td>
<td>6.47</td>
<td>1.7</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>6.94</td>
<td>1.6</td>
<td>218</td>
</tr>
</tbody>
</table>

4. DISCUSSION AND CONCLUSIONS

Changes in our society require from our students a constant adaptation to new works, new demands and new skills. We need to contribute to this need of adaptability by supplying the students with more weapons that enable them to fully develop their capabilities. The employability is a factor that predicts the ability to succeed in getting a job, considering some variables such as motivation, interest, perseverance and involvement in the work, own strengths and weaknesses, communication skills and leadership ability, among others. The employability includes not only aspects that are related to knowledge, but also know-how and knowledge to be, and, there is a strong need for emotional learning that promoted personal, social and academic success, and it is mandatory the use of methodologies that facilitates students to be able to adapt and live in a permanent transformation world (Ortega Navas MDCO, 2015). Incorporating a focus on emotional intelligence has a great impact on both professional and personal life (Vandervoort, 2006).

We are aware that the result of the contest is clearly biased, as the winner is chosen by the number of “likes” awarded to a video on the Facebook page, and some of the “likes” were given following a biased opinion from friends rather from a critical vision and comparison of all the videos. Some studies show that the use of Like feature was positively associated with bonding social capital (Lee, Kim & Ahn, 2014), because people care more about who Likes their posts than how many Likes they receive, desiring feedback most from close friends, romantic partners, and family members other than their parents (Scissors, Burke, & Wengrovitz, 2016). On the other hand, the fact of winning or losing the competition had nothing to do with the academic performance of students who prepared it nor with the quality of the videos (according to teachers the best videos were not the ones that obtained most “likes”). But the main contribution of this activity is not the relevance of the award per se, this experience did allow us to motivate students to analyze the subjects, and to summarize and reinforce...
the subject matter, which was positive for the students. Students enjoyed doing the activity which, according to their answers, it did not represent an excessive amount of work and, in fact, the vast majority acknowledged that the effort was worthwhile. For our work team this experience constituted an activity that generated positive feelings.

In view of the results and the good attitude that we perceived from the students, we conclude that the realization of these short videos and the format of “international contest” is an interesting experience, which makes the students reflect on the contents of their own degrees, and to work and increase other skills and capabilities that will positively influence their process of learning.

5. REFERENCES


6. ANNEX I: VIDEO CONTEST QUESTIONNAIRE

**[PART 1]: Statistical classification questions**

[ES] Aquí te mostramos una serie de preguntas para saber cómo eres, tu edad, estudios, nacionalidad...

[EN] Below you will find a series of questions concerning your age, education, nationality...

[CZ] Níže naleznete několik otázek zjišťujících Váš věk, vzdělání, národnost....

**Género / Gender / Pohlaví**
- Hombre / man / muž
- Mujer / woman / žena

**¿Edad? / Age? / Věk?**
- <21
- 22-30
- 30-45
- >45

**¿País? / Country? / Stát?**
- Česká republika
- España

**Nombre de tu centro de estudios / Name of your school / Název vaší školy**
- IES Leonardo da Vinci
- Soukromá vyšší odborná škola sociální, o.p.s.
- Universidad de Alicante
- Vysoká škola polytechnická Jihlava

**[PART 2]: Questions related with your experience with making the videos**

[ES] Son preguntas para saber tu opinión sobre el proceso de elaboración de los videos

[EN] These questions should find out your opinion about the process of elaboration of the videos

[CZ] Tyto otázky mají zjistit váš názor na proces tvorby videí
¿Te ha costado mucho trabajo hacer el video? / Has it been very hard to make the video? / Bylo obtížné natočit vaše video?
- Muchísimo / A lot / Hodně
- Bastante / Rather difficult / Celkem ano
- Medio / Medium / Středně
- Poco / A little / Trochu
- Nada / Not at all / Vůbec

¿Has tenido que repasar el temario para hacer el video? / Did you have to review the syllabus to make the video? / Museli jste projít sylabus kvůli natočení videa?
- Muchísimo / A lot / Hodně
- Bastante / Rather difficult / Celkem ano
- Medio / Medium / Středně
- Poco / A little / Trochu
- Nada / Not at all / Vůbec

¿Has tenido que resumir ideas para poder explicar todo lo que querías en el video? / Did you have to summarize ideas to be able to explain everything that you wanted to include in the video? / Museli jste sumarizovat myšlenky, abyste mohli vysvětlit vše, co chcete obsáhnout ve videu?
- Muchísimo / A lot / Hodně
- Bastante / Rather difficult / Celkem ano
- Medio / Medium / Středně
- Poco / A little / Trochu
- Nada / Not at all / Vůbec

¿Has tenido que eliminar cosas importantes del video por falta de tiempo? / Did you have to eliminate important things from the video because of lack of time? / Museli jste odstranit důležité věci z videa kvůli nedostatku času?
- Muchísimo / A lot / Hodně
- Bastante / Rather difficult / Celkem ano
- Medio / Medium / Středně
- Poco / A little / Trochu
- Nada / Not at all / Vůbec

¿Has tenido problemas para realizar el video? (puedes seleccionar varios) / What kind of problems did you have when making and processing your videos? (you can choose more than one item) / Jaký druh problémů jste měli při vytváření a zpracovávání vašeho videa? (můžete vybrat více než jednu položku)
- Ningún problema / No problems / Žádné problémy
- Problemas técnicos / Technical problems / Technické problémy
- Problemas con el inglés / Problems with the English language / Problémy s angličtinou
- Otros / Something else / Něco jiného

Haciendo el video… ¿Crees que has aprendido cosas relacionadas con tu titulación? / When making the video… Do you think that you’ve learned things related to your degree? / Při tvorbě videa… Myslíte si, že jste se naučili věci související s vaším studijním oborem?
- Muchísimo / A lot / Hodně
- Bastante / Rather difficult / Celkem ano
¿Crees que tu video realmente enseña a hacer algo? / Do you think that your video actually teaches to do something? / Myslíte si, že vaše video skutečně instruuje, jak vykonávat nějakou aktivitu?
• Muchísimo / A lot / Hodně
• Bastante / Rather difficult / Celkem ano
• Medio / Medium / Středně
• Poco / A little / Trochu
• Nada / Not at all / Vůbec

Ahora que ya has acabado con el tema ¿Ha sido provechosa la experiencia? / Now that you’ve already finished with the issue, has this experience been helpful for you? / Teď, když jste již s touto aktivitou hotoví, byla to pro vás užitečná zkušenost?
• Muchísimo / A lot / Hodně
• Bastante / Rather difficult / Celkem ano
• Medio / Medium / Středně
• Poco / A little / Trochu
• Nada / Not at all / Vůbec

¿Te ha gustado la experiencia de hacer un video didáctico y que lo vean personas de otros países? / Did you like the experience of making a training video and that people from other countries could watch it? / Byla to pro vás obohacující zkušenost vytvořit instruktážní video a umožnit lidem z jiných zemí jeho shlédnutí?
• Muchísimo / A lot / Hodně
• Bastante / Rather difficult / Celkem ano
• Medio / Medium / Středně
• Poco / A little / Trochu
• Nada / Not at all / Vůbec

¿Merece la pena el esfuerzo? / Is it worth the effort? / Stálo to za tu námahu?
• Muchísimo / A lot / Hodně
• Bastante / Rather difficult / Celkem ano
• Medio / Medium / Středně
• Poco / A little / Trochu
• Nada / Not at all / Vůbec

¿Crees que la deberíamos repetir la experiencia el próximo curso? / Do you think that we should repeat the experience next year? / Myslíte si, že bychom měli tuto aktivitu zopakovat i příští rok?
• Muchísimo / A lot / Hodně
• Bastante / Rather difficult / Celkem ano
• Medio / Medium / Středně
• Poco / A little / Trochu
• Nada / Not at all / Vůbec