



## Teach With Video Technology in Classroom

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### ABSTRACT

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Technology is around everything we do. Technology integration in the classroom can also support classroom instruction by creating opportunities for students to complete assignments on the computer rather than the normal pencil and paper. Technology integration in class would help students to explore more. Video technology also helps bridge the gap between the school's artificial environment and the outside world, bringing reality into the classroom. This paper considers the use of video technology in the classroom. This paper discusses how learning are supported and enhanced by use of video technology, and how video can be used to stimulate and motivate students.

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**Keywords:** Video technology, Classroom, Learning, Technology

Technology has been viewed as a lodestone for improving student academic performance and for increasing the flexibility of schools. This generation truly is the media generation, devoting more than a quarter of each day to media. As media devices become increasingly portable, and as they spread even further through young people's environments from their schools to their cars, media messages will become an even more ubiquitous presence in an already media-saturated world. Video technology has included VHS tapes and DVDs, as well as on-demand and synchronous methods with digital video via server or web based options such as streamed video from YouTube, Teacher tube, Skype, Adobe Connect and webcams. Telecommuting can connect with speakers and other experts. Interactive digital video games are being used at K-12 and higher education institutions.

Video is a form of multimedia that conveys information through two simultaneous sensory channels: audio and visual. It often uses multiple presentation modes, such as verbal and pictorial representation in the case of on-screen print and closed captioning (Mayer, 2001). Video is another tool that has been on the rise in past years. It is noted that 46 percent of

teachers are using video in the classroom. Video technology is that technology that involves the recording and playing back of moving pictures and sound. An example is the pioneer program developed by Jones & Taff (1986) to train vocational education students in banking operations. The instructors could not place the students as clerk interns because the banks required actual work experience for the position. To overcome this obstacle, the instructors added a camera to their video equipment and filmed an actual clerk working at a local bank so that students could analyze the tasks involved, the potential problems during a day's work and ways to solve the problems. Next, the instructors videotaped the students role-playing common bank-related tasks, such as the opening of the new accounts. The performance was then analyzed by the group with suggestions for improvement. After the videos were incorporated into the lessons, the program placement rates increased from 70 to 93 percent over a two-year period (Jones & Taff, 1986).

The use of educational video in classrooms has risen steadily over the past years, according to a series of studies conducted by the Corporation for Public Broadcasting. These surveys measured both patterns of use and teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the study, but it is also highly valued as a means of teaching more effectively and creatively. Educational video technology has following advantages:

- ❖ Reinforces reading and lecture material.
- ❖ Aids in the development of a common base of knowledge among students.
- ❖ Enhances student comprehension and discussion.
- ❖ Provides greater accommodation of diverse learning styles.
- ❖ Increases student motivation and enthusiasm.
- ❖ Promotes teacher effectiveness.

### **Issues in the use of video technology**

The use of video, as with any new technology or method, does not come easily to its users. Polin (1992) suggests four stages in the adoption and integration of multimedia technology into the classroom:

- ❖ The Comfort Zone, when the instructor gets acquainted with the equipment and its operation.
- ❖ The Disjointed Instructional Use, when the instructor is able to work with the technology, but is still unable to integrate it with his or her instructional goals.
- ❖ The Integrated Instructional Use, when the teacher is able to integrate the technology into the instructional plans, but the technology still drives the plan.

- ❖ The Transparent Integration, when the focus moves from the technology to the content the instructional strategies. At this stage, the technology is no more than one of the many tools used by the teacher to accomplish the educational goals.

The television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching and one that will, over time, hamper or displace academic achievement.

### The Impact of Video Technology

Although the impact of video and multimedia technologies in educational outcomes is a field of ongoing research, the pedagogical impact of video can be summarized by three key concepts:

1. **Interactivity with contents:** The learners relates to visual content, whether verbally, by note taking or thinking, or by applying concepts.
2. **Engagement:** The learner connects to the visual contents, becoming drawn in by video, whether on-demand or real-time.
3. **Knowledge transfer and memory:** The learners may remember and retain concepts better than with other instructional media.

There are so many studies available which have a great impact on learner's achievement using the video technology, visual media, audio-visual aids and technology. Yung *et al.* (2010) investigated the research that proposes an emerging model to outline the learning outcomes that teacher education programmes using video. Besides cognitive and psychomotor learning, the affective and social needs of teachers are also highlighted in the model to inform the development of video-mediated teacher professional activities. Three broad strategies are identifies in the model for bringing forth the learning outcomes, namely, critical reflection meaningful comparison and productive discussion. Perry (2013) made detailed study on the effects of visual media on achievement and attitude in secondary biology classroom. In this study at a rural high school, sophomore biology students were shown short, informational video clips, in addition to direct instruction, to determine if there was an effect and attitude towards the subject studied, and the use of videos as a learning aid. The surveys showed no significant change in attitude towards video use or the content studied; however, the surveys as well as the interviews indicated that students felt positively about the use of videos in the classroom. If students like videos and find them useful, then over time it is possible that achievement would follow. Improving the way that videos are shown in the classroom could lead to higher gains in achievement. Mamun (2014) has investigated the effectiveness of audio-visual aids in language teaching in tertiary level. The study revealed that language teachers are using different audio-visual aids to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power

point slides and so on in language classrooms. The purpose of this study was to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. It had been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provided guidelines for the novice teachers on effective use of audio-visual aids in language teaching. Parvin & Salam (2015) made a detailed study on the effectiveness of using Technology in English Language Classrooms in Government Primary schools in Bangladesh. The findings of the provide evidence that the primary school teachers of Bangladesh also need audiovisual classroom materials for effective teaching. The findings indicate one approach to introducing technology in the language classroom of the government primary schools in Bangladesh and highlighted opportunities for further exploration and research. Duncan(2016) suggested that educators can collaborate far beyond the walls of their schools. Through technology, educators are no longer restricted to collaborating only with other educators in their schools. They now can connect with other educators and experts across their communities or around the world to expand their perspectives and create opportunities for student learning. They can connect with community organizations specializing in real-world concerns to design learning experiences that allow students to explore local needs and priorities. All of these elements make classroom learning more relevant and authentic.

### **Video Technology in Classroom**

Video technology has an advantage because of the innovative features that can be used to make instruction more appealing to learners. However, there is a danger of overuse in that many of these features are interesting only because they are new and fresh and may lose their appeal as learners become more accustomed to them (Keller & Suzuki, 2004). A major advantage is that video technology can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. In the classroom, this can be something as simple as access in a natural context. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston, 2000). Video technology is an effective delivery system because they contain a combination of visual and aural information (Sherman, 2004). If video technologies are used as a part of an active learning strategy, they can have a major impact by presenting the same target structures. It is incumbent on the learning process that repetition be conducted and video technology offer another avenue of options. Video technology is an excellent method of learning used in a wide variety of contexts because of the variety of selections available. They offer a chance for learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video technology can be used to give learners a chance to demonstrate their comprehension. Video technology in the

classroom has the potential to maximize students natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques utilizing video materials. Active learning is a cognitive approach to learning that allows students to play an active role in their education. Students not only learn through observation, but also through participation in the process of learning. Instructional media technologies have enhanced the educational process by allowing students to access information, develop and apply this information, and communicate more with other students, thereby making the whole process more active (Mai, 2007). The advantage of using video in the classroom is that students have the opportunity to observe more authentic materials. By using video, especially in the form of episodic television, commercials, or movie scenes, a level of authenticity can be added to what the students are learning. This is accomplished by allowing students to see aspects of communication such as body language, gestures, context clues, cultural symbols, etc.

## CONCLUSION

We can conclude that in order to make education meaningful, exciting, interesting and accessible to all, technology must be linked with the process of learning. The new technology is capable of overcoming the barriers due to its importance and use in the field of education. Video technology can be a powerful tool as an engaging delivery system, especially when used as part of an active learning approach. Digital technology has a great impact in classroom teaching-learning process. Moreover, it is noted that the audio-visual contents promoted dynamism in class, facilitating comprehension and making contents more attractive. The use of videos is one of the various means of technology integration in classes; we found out that students particularly liked the video content. Now, the use of video technology in education is not at an exploratory stage. Video technology can also be an extremely effective intrinsic motivator. Video technology does have a significant and positive impact on students' motivation and interest.

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