

Video Diaries: Aid for Laboratory Report Writing

Wallace, J.A., Worthington, J.P.

Introduction

Online video tutorials are becoming more popular and commonly used for a range of skills (Higgins et al. 2012).

Students may learn better from video teaching than from face-to-face teaching, and that learning styles are evolving as society becomes more dependent on and fluent with technology (Goldstein and Driver, 2014).

It is recognised that there are various different learning styles (Liu and Reed, 1995; Oxford, 1994; Muir, 2001), and so teaching methods that use multiple different styles are likely to engage a larger number of students.

Action Intervention

Students completed their lab report session as normal. Watching a demonstration then completing their own supervised data collection.

Students were then given half an hour to plan out and record a 5 minute video diary of the practical (for a reference tool when completing the report).

Video's were uploaded to Blackboard and students could post online comments on the clips and ask others questions.



Evaluation

The process received positive student feedback, with module review scoring higher in: Understanding of the c/w task and Module organisation than previous years.

Pros

- More students actively involved in session
- Listen, replicate, teach (learning autonomy)
- Aids for those absent from lab sessions
- Visual and audio guide for future use of equipment
- Improved detail/recall in report writing

Cons

- Students playing around with the camera
- Extra lab time needed
- Wrongly recorded details

Conclusion

The range of impact identified in this and previous studies suggests that it is not whether technology is used which makes the difference, but how well the technology is used to support teaching and learning.

There is no doubt that technology engages and motivates young people. However this benefit is only an advantage for learning if the activity is effectively aligned with what is to be learned.

It is therefore the pedagogy of the application of technology in the classroom which is important: the how rather than the what.



References

- Goldstein, B. and Driver, P. (2014). Language Learning with Digital Video. Cambridge University Press, Cambridge, UK.
- Higgins et al. (2012). The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation.
- Liu, M. and Reed, W.M. (1994). The relationship between the learning strategies and learning styles in a hypermedia environment. Computers in Human Behaviour. 10(4), 419-434.
- Muir, D.L. (2001). Adapting Online Education to Different Learning Styles. NECC 2001: National Educational Computing Conference Proceedings.
- Oxford, R. (1994). Language learning strategies: an update. ERIC Digest.