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Title Student generated video in vocational teacher education: implications for hypervideo

Abstract

The proposed position paper highlights how student generated video is increasingly being used in vocational education. A series of classifications for the use of educational videos are outlined with a focus on the scripts used to assess and analyze the effectiveness of these videos as generated at the Oulu University of Applied Sciences in Finland. An emphasis will be placed on how student generated video is used within the vocational teacher education field. The nature of these student generated videos holds considerable implications for how hypervideo are created since student generated video involves specific requirements in functionality, production and interaction. The issue of how hypervideos can be integrated with aspects of student generated videos such as the pedagogical value of video co-creation and the use of video for assessment will be further discussed.

Extended summary

With the growing use of smart devices and integrated video editing software, videos are increasingly being created and used as part of teaching and learning in higher education (Blomberg, Renkl, Sherin, Borko and Seidel, 2013). Due to the ubiquity of these devices, it can now be assumed that students have the technology and competences to view and create their own videos as part of their studies. Furthermore, the act of peer reflection through video viewing and co-creation of videos among students is also increasing in structured ways to support learning (van Es and Sherin, 2009).

This position paper will highlight how student generated video is increasingly being used in vocational education settings. Examples of how educational videos are used include videos as project assignments, videos for stimulated recall (Lyle, 2003) and trigger videos (Sloper, 1984). Additionally, student generated videos expand the potential for peer-learning during the video production process (Stevenson, Länsitie, Kogler and Bauer, 2015) and also act as a form of lesson analysis (Santagata, Zannoni and Stigler, 2007).

A series of classifications for the use of educational videos will be outlined in this paper with a focus on the scripts used to assess and analyze the effectiveness of these videos as used in the vocational education settings at the Oulu University of Applied Sciences in Finland. An emphasis will be placed on how student generated video is used within the vocational teacher education field. The nature of these student generated videos holds considerable implications for how both homogeneous and heterogeneous hypervideos (Zahn, Schwan, and Barquero, 2002) are created since student generated video involves
specific requirements in functionality, production and interaction. The issue of how hypervideos can be integrated with aspects of student generated videos such as the pedagogical value of video co-creation and the use of video for assessment will be further discussed. This paper will also make connections specific to vocational education linking examples of how hypervideo are used in these settings (Cattaneo, Nguyen, Sauli and Aprea, 2015) with the student generated video work in vocational teacher education from the Oulu University of Applied Sciences.

Proposed presentation format: presentation (20 minutes)

References


