

VIDEO PEDAGOGY – AT A DISTANCE

CASE STUDY FROM TURKEY

This report is one of a series of three case studies analyzing particular applications of Video Pedagogy (VP) in three of ETF's partner countries. ETF's research into Video Pedagogy reveals that while there is increasing use of Video Pedagogy in Vocational Education and Teacher Professional Development there is relatively little sharing of practice between different phases, sectors and countries. These case studies aim to share best practices and to examine how the development of Video Pedagogy is being supported by policy makers and practitioners in different countries. We hope that these case studies will help to raise awareness of Video Pedagogy across different countries and institutions, encourage learning and assist further development and innovation.

SUMMARY

Anadolu University in Turkey has been pioneer of distance education since the beginning of the 1980's. Commencing with educational TV and radio production Anadolu has gone on to take up the use of video (and other new technologies) in distance learning and to train its teachers and learners to take on new and appropriate pedagogies.

BACKGROUND

Turkey has a large population of 80 million people. Its geographical position and history have enabled Turkey to learn from and with countries in Europe, Asia and beyond.

Most Turkish universities offer distance and online learning programs for bachelor's degrees, master's degrees and PhD programs. Distance education based on webinars, learning managements systems and online tools is part of everyday practice. Anadolu University is one of the largest universities in the world by enrolment with decades of experience in distance learning.

Distance education in Turkey predates video, going back to postal and radio technologies. Video-based distance education goes back some 50 years, making use of TV and pre-recorded documentaries. 'Open' university and distance education have, in the past, offered ways of meeting the expanding demand for higher education in Turkey, particularly for those learners that could not easily access a physical campus. Today video has become part of a blended learning offer for **all** studies and students.

Modern communication and video technologies have greatly enhanced opportunities for interaction. Video is a tool to support teachers to create and communicate teaching and learning materials and also to help learners learn actively and to present their learning.

Video conferencing and video phone calls are tools for tutoring and group work. Video can help to teachers and learners to overcome geographical distance and timetable conflicts (e.g. through recorded lectures). Video permits complex groupings which supports social and personalised learning and coaching.

VIDEO PEDAGOGY AT UNIVERSITY OF ANDALOU

In general, majority of the videos in distance education are lecture capture videos from online video conference sessions. These “talking heads”, the recordings of synchronous online sessions, are an imitation of face to face teaching. Andalous University makes use of ‘talking heads’ but its pedagogy is based on interaction – this is true for both live and recorded videos. Teachers are expected to design interactive learning opportunities: questioning, reflection and other learning tasks. Videos include triggers for learning activities or alternatively triggers may be provided through other media or through the learning management system. Sometimes H5P is used to embed interaction into the video. Short video clips are often included within the learning context of a MOOC (massive open online course).



Anadolu University has a long tradition in educational TV making including high-end videos with significant post production. Nevertheless, Andalous University focuses upon the potential of video to contribute to instruction and learning. Even if the quality and production value of video is poor – it may serve well to set up a learning situation and to motivate learning. Titles and triggers can be added during post-production in order to enhance the learning potential of video.

Teachers and students are supported to produce videos of their own. Both teacher and student generated videos are uploaded to the learning management system. These short videos are often made with cell phones and can be used over and over again. Student generated videos can be used to document student's learning process, study assignments and acquired skills. For example, in music and dance study programmes, students can learn by watching instructional or model videos and then after practising, record their own performance and send it to the teacher to be assessed.

At Anadolu University, teachers' skills in video pedagogy are relatively good – most teachers can and do sometimes use video in their teaching. For the moment, 'closed' teaching and learning in separate classrooms remains 'normal'. However, the practice of sharing teaching and learning materials is becoming easier and more usual. At the same time, young people (even teachers!) are routinely video-recording and sharing their social activities. This culture of sharing experience digitally is feeding into new expectations and new styles of teaching and learning!

KEY MESSAGES

- 1) The use of video in distance education should result from a pedagogical design that serves to engage and motivate the learner and to create the conditions and context for learning.
- 2) Every teacher as the designer of learning should plan how the content and instruction promote interactivity, for example, by using triggers and formative assessment.
- 3) Every teacher needs to learn how to design interaction to bring about learning, using tools as video along with others
- 4) The running time of educational videos should be as short and teachers and learners should have control over how the view and learn from the video
- 5) Small video clips, both teacher and student generated can be embedded into learning management systems and re-used to support different episodes of teaching and learning

For more information: <https://www.anadolu.edu.tr/en>

