VIDEO AS AN EDUCATIONAL TOOL – THE NEEDS AND ATTITUDES OF EDUCATORS

Early-stage research findings

This survey was implemented as part of the project "Transnational Roadmap for Educators in Digital Soft Skills" (TRENDSS), funded by the Erasmus+ programme of the European Union.

The project consortium consists of the following organisations: YES YOU CAN Training and Coaching Kft. (Hungary), Non-formal Education Youth Center Sunny House (Georgia), Helix – Social Innovation Hub (Greece), Fundacja Culture Shock (Poland), Association Delta (Croatia), and NEA (Romania).

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Introduction

The project TRENDSS aims to offer a prompt response to the digital shift in educational paradigms generated by the COVID-19 pandemic. Its focus is on giving comprehensive answers to the needs for different pedagogical approaches in the digital era by focusing on soft skills development. The objectives of the project are: to raise awareness of digital soft skills; to foster the professional development of educators and to support a resilient transition to the digital realm; to create comparative methodological guidelines on transferable soft skills, comprehensive training materials for self-study, an e-learning platform, e-modules and demo videos.

Stemming from the abovementioned objectives, this survey was conducted as part of one of the intellectual outputs of the project – Good Practice Demo Video Tutorials. Video, one of the crucial digital media in the world today, serves as an inevitable tool and source of knowledge in education, especially in times of the pandemic. As part of the project, a series of video tutorials will be made, designed to train educators to create online videos and use videos for educational purposes. This will enhance their digital competence and literacy in sharing knowledge with their learners. Furthermore, the results of this survey will help develop other intellectual outputs and contribute to the overall aim of the project.

The present survey aims at exploring the needs, attitudes and gaps of trainers, educators, and coaches in using video as an educational tool. This report contains early findings based on which a part of the video tutorials and other outputs were created.

Research methodology

Data were collected through an online questionnaire divided in two sections. The first section included personal background information (8 questions), while the second dealt with the digital literacy level of educators in using camera, video, and video conferencing tools (25 questions). Since the research is ongoing, the data analysed in this report refers to the responses collected from March 25th to April 22nd. The questionnaire was distributed through the official communication channels of the project partners, as well as their social media channels, and through targeted partners, organisations, institutions, and individuals from their and other countries using snowball sampling. During this period, 112 responses were received.

Results

Section 1 – Personal Background Information

The sample comprised of 112 participants from 24 countries. 65,8% of them are female, 34,2% male, and the majority come from an urban area (81,3%). Their age ranges from 19 to 64, with 68,7% falling into the categories between 25 and 44.

Regarding their education, the largest number of participants report their highest level of education being a master's degree (62,5%), followed by a bachelor's degree (14,3%), an undefined 'diploma' (10,7%), high school (5,4%), Doctor of Philosophy (4,5%), and other. Their fields of study are versatile and can be classified as belonging to the fields of humanities and social sciences, exact and natural sciences, ICT and other.

The responses considering their current working status show that 22,3% are non-profit educational experts, 21,4% work as schoolteachers, 18,8% work as freelancers, 10,7% are entrepreneurs, 10,7% business employees, and the remaining percent work in higher education, the public sector, the private sector, are students or unemployed. As for the
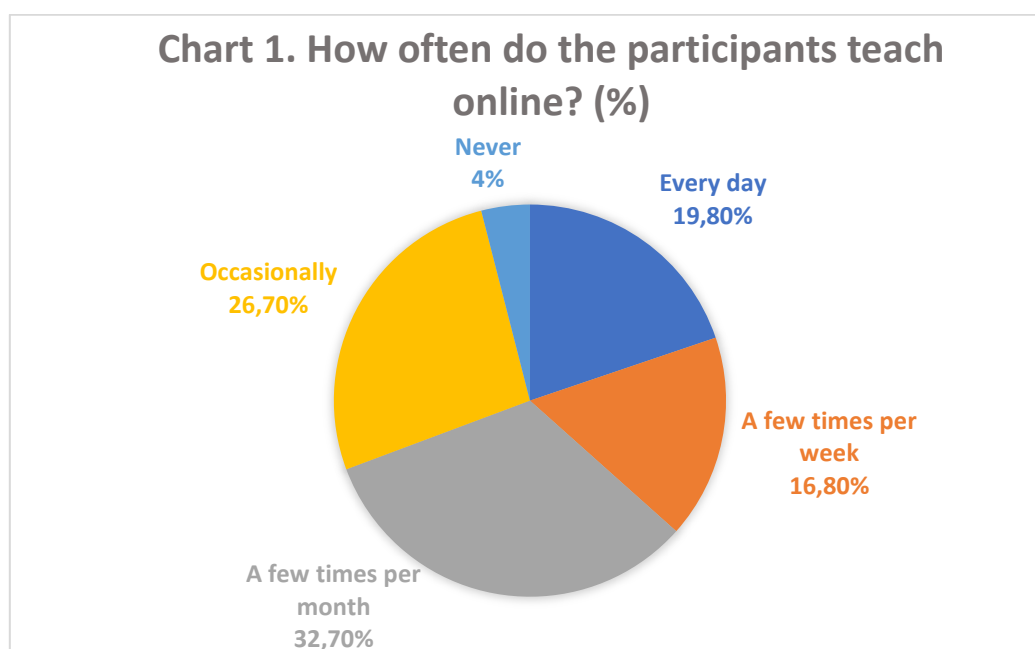
target groups they work with, about 37% stated they work with teenagers / high school students / young people (15 – 35), about 20% work with adults, about 10% work with children (preschool and primary school), while other participants listed specific subgroups as their target groups (e.g., artists, business owners, entrepreneurs, women, vulnerable groups, institutions and corporations, teachers, trainers…).

Section 2 - digital literacy level of educators in using camera, video, and video conferencing tools

The first group of questions was designed to gather information on the experiences of educators in using video and video equipment.
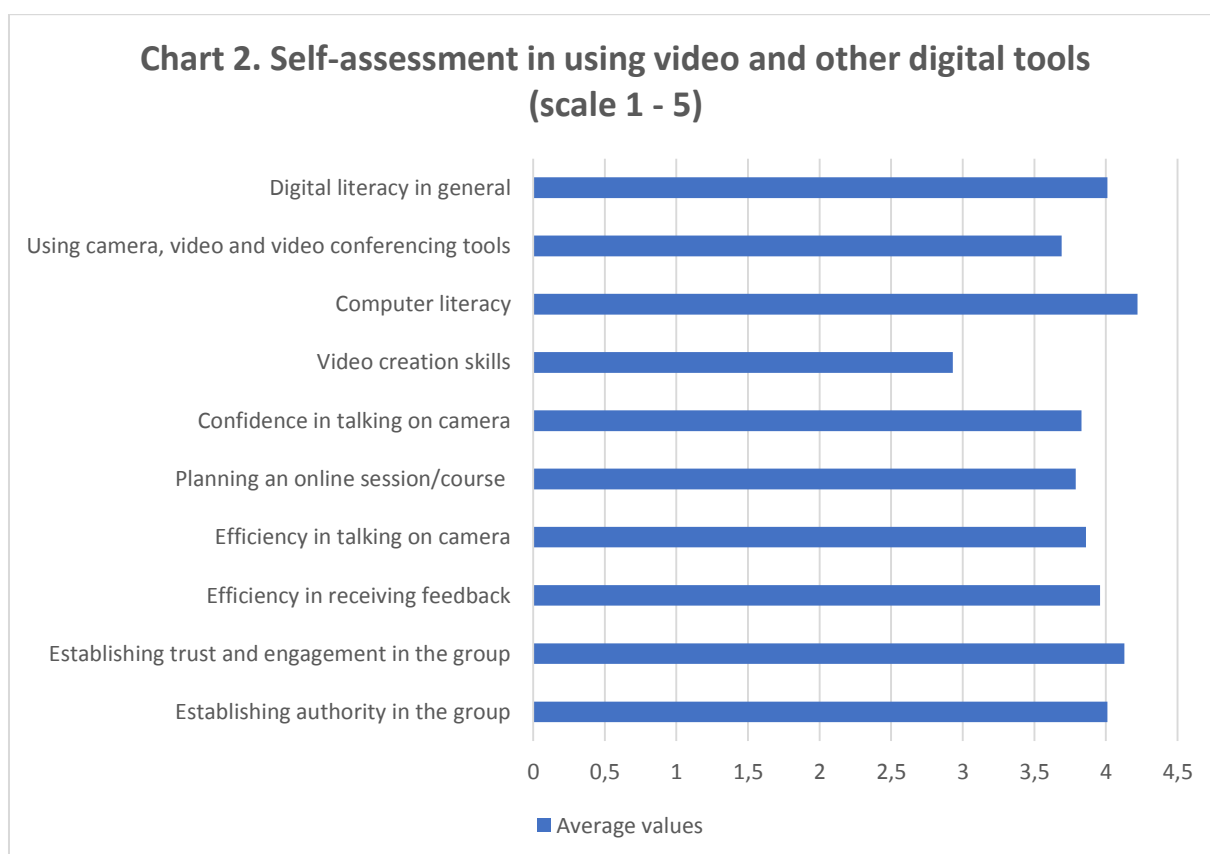
Regarding the equipment, 97,3% of participants (N=112) reported that they have and use a video camera, with the most common being a mobile phone camera (66,4%) and a web camera (69,1%). 49,1% reported that they have an external microphone.

The results show that most participants (N=112) have experience in presenting an online class or webinar (87,5%). 53,6% report that they have created an online course in the past, while 46,4% have not. Chart 1 shows how often they teach online (N=101).

Chart 1. How often do the participants teach online? (%)

Never 4%
Every day 19,80%
A few times per week 16,80%
A few times per month 32,70%
Occasionally 26,70%

The second group of questions comprised of the participants' self-assessment on using video and video conferencing tools for educational purposes. The participants were asked to rate their confidence, efficiency, and skills on a scale from 1 to 5, with 1 being the lowest, and 5

the highest value. The categories and their average values (mean, standard deviation) are the following: confidence in establishing authority in the group (X=4,01, SD=0,73), confidence in establishing trust and engagement in the group (X=4,13, SD=0,76), efficiency in receiving feedback (X=3,96, SD=0,76), efficiency in talking on camera (X=3,86, SD=0,78), efficiency in planning online sessions/courses (X=3,79, SD=0,96), confidence in talking on camera (X=3,83, SD=0,87), video creation skills (X=2,93, SD=1,02), computer literacy (X=4,22, SD=0,82), digital literacy in using camera, video and video conferencing tools (X=3,69, SD=0,91), digital literacy in general (X=4,01, SD=0,80). Average values are presented through Chart 2.

Chart 2. Self-assessment in using video and other digital tools (scale 1 - 5)

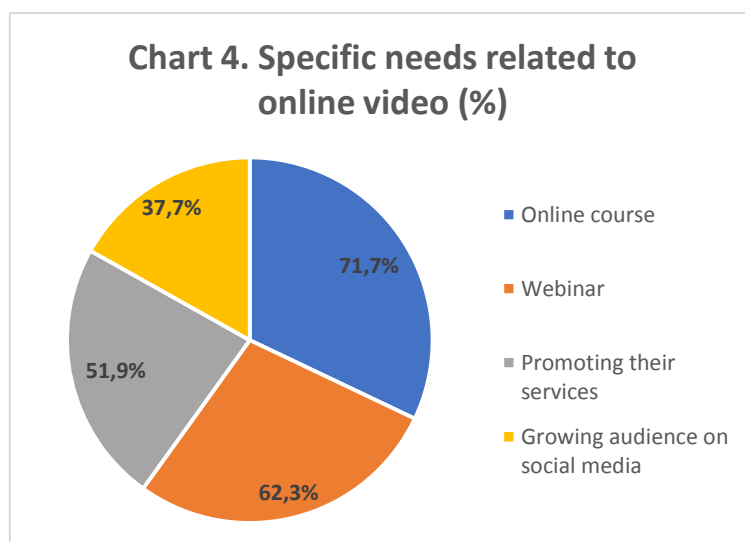| Category	Average value
Digital literacy in general	4,01
Using camera, video and video conferencing tools	3,69
Computer literacy	4,22
Video creation skills	2,93
Confidence in talking on camera	3,83
Planning an online session/course	3,79
Efficiency in talking on camera	3,86
Efficiency in receiving feedback	3,96
Establishing trust and engagement in the group	4,13
Establishing authority in the group	4,01

■ Average values

In terms of their habits in publishing videos, 69,6% report that they have in the past published a video in social media or other, 21,4% reported they have not, and 8,9% reported they have not, but would like to. The participants who had published a video (N=79) were asked to estimate how many videos they recorded and published. The middle value of their answers is 10 videos (N=64, M=10, IQR=16,25), within a range between 1 and 50. The
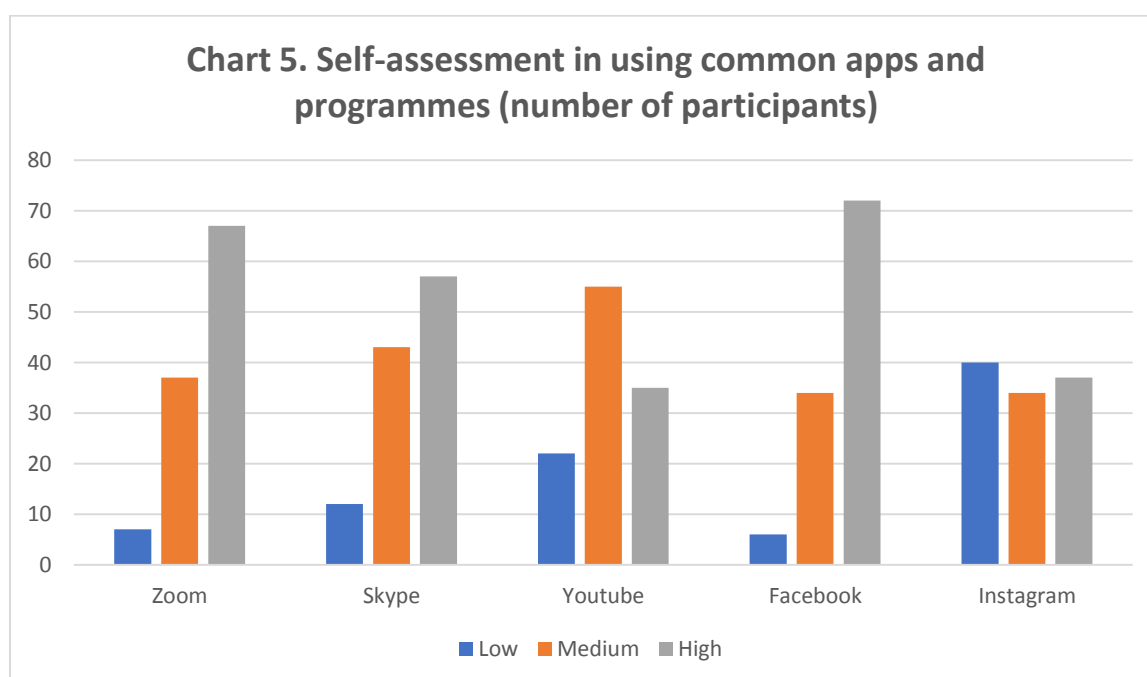
reported most common reasons why the participants did not yet create videos (N=33) are shown in Chart 3.

Chart 3. Reasons why the participants do not create videos (%)
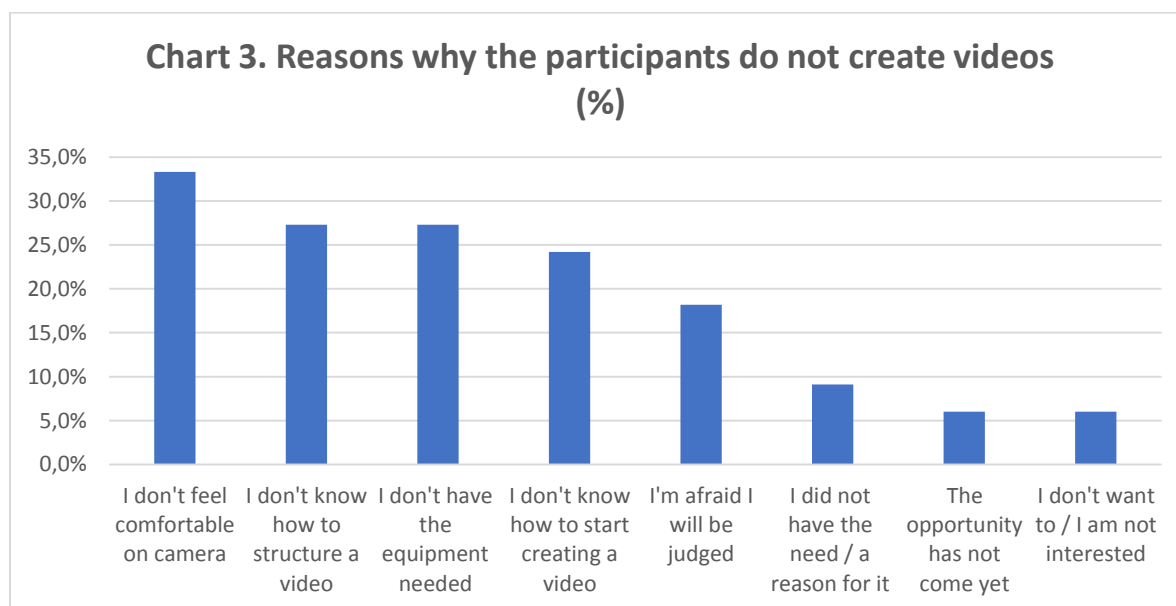
The next group of questions aimed at detecting the specific needs of educators in using video. 85,7% (N=112) reported that they would like to participate in a training course to develop their digital skills, learn how to be confident on camera and make videos easily. Further explanations of why they would like to participate include "to make better content and be more amusing to young people", "to promote myself and target international customers", and "to create online courses and facilitate online workshops". Participants who answered "no" (14,3%) list reasons such as "I don't have time", "I don't have the need", "I'm satisfied with the methods I use now", "it's not my favourite form", and "I'm looking for ways of reducing screen time for myself and my students in the pandemic". The reported specific needs for using online video are listed in Chart 4 (N=106).

Chart 4. Specific needs related to online video (%)

- Online course: 71,7%
- Webinar: 62,3%
- Promoting their services: 51,9%
- Growing audience on social media: 37,7%

The participants' self-assessment of their skills in using the most common applications and programmes is shown in Chart 5.

Chart 5. Self-assessment in using common apps and programmes (number of participants)

	Low	Medium	High
Zoom	7	37	67
Skype	12	43	57
Youtube	22	55	35
Facebook	6	34	72
Instagram	40	34	37

In terms of the knowledge and skills they would like to improve, Chart 6 sums up the participants' needs.

Chart 6. Knowledge and skills the participants would like to improve

Finally, the participants were asked to list three topics they would like to see a video tutorial about. Their answers were grouped in the following categories: technical issues, specific skills development, methodologies and tools to enhance learning, and content-related topics. The tables below include examples they gave and their most common answers.

Category 1. Technical issues

Preparing videos/animations
Video editing
Sound and lighting in video
Audio editing
Live streaming tools
How to use specific digital tools better (whiteboard, Augmented reality, Mural, Zoom, Photoshop, Google Workspace…)
Creating cartoons and animations
Producing podcasts
Using several cameras at a time and positioning cameras
Designing web pages
Basic equipment needed to get started
Filming using a drone
Open-source video tools

Category 2. Specific skills development

How to be more confident and comfortable in online communication
How to speak to the camera / the audience behind it

How to keep learners / audience motivated and engaged

How to plan an online lesson / course

Teamwork in an online environment

Soft skills development

Technical skills

How to deal with conflict in online groups

Managing the audience

Enhancing collaboration and creativity of the students

How to establish trust during online lessons in a group where the cameras are off

Publishing and promoting videos

How to grow your audience through videos/animations

Networking in an online environment

Category 3. Methodologies and tools to enhance learning

How to create and use digital educational materials

How to create interactive and engaging audio-visual materials

Digital facilitation

Digital storytelling

Writing scenarios

Blended learning

Flipped learning

Assessment and evaluation in an online environment

Icebreakers in video conferencing

Visual facilitation (drawing during conferences)

Follow-up activities for participants in an online

mLearning

Category 4. Content-related topics

Mental health

Art and science for children and youth

Team games

Training with vulnerable groups with a low level of digital skills

(social) entrepreneurship

Civic education

Tolerance and anti-discrimination

Enhancing motivation in students with disabilities

Interculturalism

Refugees

Online counselling

Work-life balance

Concluding remarks

The results show that the development of digital skills, with a focus on using video as an educational tool, is a very important issue for educators throughout Europe. As expected, most participants are in possession of basic digital equipment and almost 90% have experience in delivering an online class or a webinar. Video is a big part of their work online. Just under 70% of those surveyed have experience in recording and publishing videos. Given that video as a powerful tool gained in popularity long before the pandemic, we can assume that their use of video intensified in the past year. This can also be related to why they listed Zoom, a tool that dramatically gained in popularity during the pandemic, as a programme they are highly confident in using, more than any other popular application or programme. As opposed to their confidence in using video conferencing tools, their self-assessment of their video creating skills is significantly lower. Although the results show differences in their experience and level of knowledge and skills, most participants rated their overall digital literacy, planning online sessions / courses, talking on camera, and managing groups of learners online with a high grade. However, regardless of their level and experience, most of them (around 86%) would like to participate in online training courses to develop their digital skills, gain confidence in front of the camera, and produce videos. In terms of specific knowledge and skills they would like to improve or see video tutorials about, they mostly listed various "how to" ideas related to creating and editing audio-visual material, preparing and delivering online sessions / courses, managing groups of learners online, presenting themselves in front of the camera, etc. This is very much in line with the objectives of the project TRENDSS and will help to develop tools and materials that can answer the educators' needs.