

Using video to support teaching and learning
on the '*Levensbeschouwing*' minor
Research Report

*"Video is a more powerful medium than written text and
this gives an extra dimension to the interviews."**

Teaching, Learning & Technology

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December 2017

(*) Quotation on front cover is a translation of one of the student comments during the group interview

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Summary

Video was used in a variety of formats during a third year elective Inholland course '*Levensbeschouwing*' at the Faculty *Onderwijs en Innovatie* (education and innovation) in Amstelveen. From April to June (2017), 30 part-time and full-time students on the *Tweedegraads Leraren Opleiding* chose to follow the course for the ten week study period. Students used a variety of video formats to support and enhance their learning process. This research evaluates how the didactic embedding of video supported the teaching and learning on the course. The objective of the research was to gain insight into the ways in which video supports the learning and teaching process in the course and into the perceived practicality and effectiveness of this video support. The research examined how video was integrated into the course structure, how students and lecturers perceived the practicality of the use of video, and whether they considered it effective. The conversational framework of Laurillard (2002), was used as a framework in which to examine the interaction between students and teachers at the conceptual and application level. An overview was made of the different forms of videos used during the course (both teacher and student generated), how they were viewed and the value of them to the students. A survey was collected on the last day of the course in which students could share feedback on the ways in which video had contributed to their learning process. At the end of the course, a group interview was held with six student representatives (one from each group) and with the lecturers on the course to collect additional qualitative feedback on how video contributed to the learning process.

In total four different forms of video were employed in the course and these formats provided a variety of ways of delivering and capturing information, both by teachers and students and the E-zine format was used to showcase content. The two video interviews recorded live in class with the teachers were considered an important part of the course. From a technical perspective, they provided a good example of how to conduct and record an interview. From a content perspective, it allowed the teachers the opportunity to 'bare their souls' and share deeply personal stories which made an impression on the students and set the tone for the rest of the course. Students were personally moved by the content and format of these interviews and incorporated some of the ideas and approaches into their own interviews. The 8 pre-recorded web lectures (on specific religions, feedback and one technical) had mixed usage from the students. Those with course content on religion were hardly viewed by any of the students and the explanation was that it was not necessary to view them in order to complete the course or assignment. The other two web lectures on feedback and making a video were considered useful by some in helping to make the videos and to give feedback, but students were missing instruction on how to make the E-zine.

The student generated videos captured personal stories in what were often emotional encounters as students reflected on important aspects of their life. This is a format that strongly contributes to the core element of the course in reflecting on and defining one's own life philosophy. Students felt that the medium of video allowed for a very different type of representation and collection of experiences allowing deeper reflection on the position of another, and one's own relation to that. Staff and students were positive about the format of collecting and presenting key ideas in an E-zine and felt it added value to the overall course. Students felt that the use of video interviews contributed significantly to the aims of the course in generating a deeper discussion and inner reflection.

Examining the use of video on this course through the model of Laurillard (2002), video participated in two areas of the model. The informational web lectures with course content took place in the top left hand side of the model, mainly providing one way instruction to the students at a conceptual level. There was not a requirement that students should discuss, explain, criticise and generate alternative ideas in discussion with fellow students which would have interacted in the top right hand side of the model. Further steps could be taken to make the application of this knowledge linked to learning tasks and learning goals. In the case of the two teacher interviews, the 'conversation' was taken further by the student. First they witnessed the two interviews live and could watch them back later, information processed at the conceptual level. In some cases, this was discussed with other students as part of the process of preparing for the interviews. This information was then applied to the learning task at the application level (interviewing and being interviewed about important elements of ones' life). There was direct interactions between the interviewer and the interviewee (and possibly also the student making the recording),

taking place bottom right side. The question remains at what level the teacher was able to join the conversation at the practice environment (bottom left) to clarify the goals of the assignment. There is room here to support this process with expert feedback to guide both the creative process of the interview, and to help make direct connections between what students had seen in the two teacher videos, and to ask how students could reflect on how they were incorporating these elements into their own video interviews. The model can be used in order to make additional recommendations regarding exactly how the learning process can be fine-tuned. This will enable that the right kind of feedback is 'scripted' into the course at a cognitive and social level.

As a result of the research, a number of recommendations can be made regarding video and the course structure. Some key suggestions for video include continuing using the student and teacher interview format, create an assignment in which students individually reflect on the teacher interviews, align video content with learning goals and assessment, include a class discussion on the richness of the video medium, prepare students for the sometimes emotional nature of the content and ensure there is a safe environment for this, provide video release forms for so that some of the content can be shared outside the course, provide some additional support on editing and making videos and create space for students to give feedback on each other's videos earlier in the course in a structured intervention.

General recommendations for the course included; providing additional support for making E-zines, requiring a draft E-zine half way through the project, continue to share personal stories of the lecturers to encourage 'visible learning', continue to include the visits to the Synagogue, Church and Mosque which were considered highlights, include information and discussions of other religions outside the main three addressed, include some sessions on how the student teachers can deal with difficult topical discussions in class (role play), and finally, hold an open discussion during the course regarding the different roles taking place (e.g., the students on the course are students, but also teachers of the future, and practicing student teachers). This topic provides the opportunity for critical self-reflection at several levels. The course was well evaluated by the students with at least half of all students rating it with an 8 or higher (out of 10)

1. Introduction

1.1 Context and background

The third year elective Inholland course '*Levensbeschouwing*' (Life Philosophy) is offered on the *Tweedegraads Leraren Opleiding* (teacher training course) at the Faculty *Onderwijs en Innovatie* (education and innovation) at the Inholland campus in Amstelveen. Exploratory research (Woolfitt & de Wilde, 2016) examined the use of video to support teaching and learning within the course. As a result of the exploratory research, the programme manager and lecturers were interested to examine in more detail how the various uses of video contributed to the learning process.

From April to June (2017), 30 part-time and full-time students on the *Tweedegraads Leraren Opleiding* chose to follow the course for the ten week study period. The course was taught in a blended format (Fransen, 2015a; Fransen & Swager, 2007) with students attending class in person one day a week on Wednesday. All other learning activities took place on line. In this blended format, a variety of video formats were used to support and enhance the learning process. The final product that students delivered was in the form of an E-zine (an online electronic magazine) which included three interviews in video format made by each project group. For the current iteration of the course (April 2017), four separate courses were combined which ran as an integrated course. This research evaluates how the didactic embedding of video supported the teaching and learning on the course. The research was conducted by the Inholland research group *Teaching, Learning and Technology* with support from a 'Pioneer', one of the lecturers working on the course (Fransen, 2013a). In 2016 the module incorporated video and feedback into the course. Input was given by TLT during the pre-research phase and was incorporated into the final course design for period 4 of 2017.

1.2 Research objective

To gain insight into the ways in which video supports the learning and teaching process in the course '*Levensbeschouwing*' on the *Tweedegraads Leraren Opleiding*, and into the perceived practicality and effectiveness of this video support.

1.3 Research question:

In which ways is teaching and learning supported by the implementation of video in the Minor '*Levensbeschouwing*' course on the *Tweedegraads Leraren Opleiding* and what was the perceived practicality and effectiveness of this video support?

Sub questions:

1. How is video integrated into the course structure?
2. According to students and lecturers, what is the perceived practicality of this approach with video?
3. According to students and lecturers, what is the perceived effectiveness of this approach with video?

1.4 Delineation

The research was conducted during the fourth period of the academic year 2016-2017 (ten weeks from April – July) at the Inholland location in Amstelveen, course '*Levensbeschouwing*' for approximately 30 third-year students. The research examined how the various video formats were integrated into the course (the didactic approach) and the perceived effectiveness and practicality of this approach to contribute to reaching the intended learning goals within the available resources of the course (allocation of hours, availability of teaching expertise, technical restrictions).

1.5 Outline of the research terms and variables

Ways: (in the central question) refers to different didactic approaches and interventions of video into the course structure

Video: A programme, movie or other visual media product usually containing moving images, with or without audio, that is recorded and saved digitally. Video can take a number of formats (Hansch et al., 2015; Woolfitt, 2015) and each format has its own affordances (Koumi, 2014).

Web lecture: Lecture content in video format, usually with two screens (Power Point or presentation slides, and the lecturer in view explaining the content). Within Inholland available through the Mediasite platform.

Student generated video: Video clips created by students which can take a variety of forms (based on the learning goals, criteria and format approached. E.g., interview, vlog, reflection, presentation).

Perceived Practicality: Degree to which the format is practical (based on hours available, cost, preparation time, restricting factors within the context, ease of use and how it solves a practical or educational problem).

Perceived effectiveness: The degree to which it achieves the goals of its implementation based on the learning goals as outlined in the course manual.

1.6 Relevance

Practical Relevance

This research has practical relevance for the course as it examines the perceived effect of several didactic interventions and can contribute to future course iterations. An evaluation of these elements can provide evidence regarding how the course is creatively using technology to support the didactic approach. There is interest within the course to see the impact of this new approach, to content students delivered in the format of the E-Zines which is a tangible product that can showcase the course content in a broader context. This can also contribute to similar courses who are training teachers in new approaches.

Social Relevance

This research is relevant for other courses who are examining ways to engage different affordances of video to support the learning process. By providing an engaging educational experience in a blended format, this approach can contribute to the current discussion on how new educational formats can provide education to a heterogeneous group of students each within their own learning context. The course '*Levensbeschouwing*' (referred to within this report as 'Life Philosophy') explores issues such as understanding one's personal philosophy, getting to grips with your individual outlook and view of life, gaining insight into how this has developed and how your individual perspective fits into (is part of and is created by) the broader social context. The students on the course are training to be teachers, and can take this enriched understanding out into society where they will engage and inspire members of that society who are developing their own understanding of these questions. Using video in a blended format could enhance the level of the work generated by students resulting in them examining issues that often lay unaddressed below the surface of daily life. The E-zine format can be shared more widely to a broader public (inside and outside the organisation) as an example of emergent practice. The issues examined in the course are important topics that play a role in the current social discussions within Inholland, and in broader Dutch and world society (Noort, 2017; Wekker, 2016). There is therefore social relevance since this format explores original ways to initiate active discussion about complex and sensitive topics, and to make this discussion accessible to a broader public.

2. Theoretical background

This section places the current developments in Higher Education into a broader discussion regarding the impact of technology on the traditional learning environment and the subsequent impact on the student, teacher and learning environment.

2.2 Technology and video impacting the educational context

Access to expert knowledge that was once the strictly guarded preserve of established academic institutions is now freely and readily available. New forms of education are emerging as Higher Education explores models such as MOOCs and free online courses provided by organisations such as Coursera and Udacity. The Massachusetts Institute of Technology has been placing content and lessons online as Open Course Ware <https://ocw.mit.edu/index.htm> since 2000 with the goal to publish all course materials online and make them widely available to everyone.

Availability of increasingly powerful and portable digital devices, combined with high speed Wi-Fi, has catapulted technology and video into the middle of the learning environment (Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., and Ananthanarayanan, 2017). These devices bring a new set of challenges which include 'reclaiming conversation' in the digital age (Turkle, 2016) and avoiding distractions (Gazzaley & Rosen, 2016) and developing a healthy relationship with technology (Alter, 2017; Noort, 2017). Learners with instant access to information through their smart devices find that this can impact the traditional interactions in education. The role of lecturer is transitioning (willingly or unwillingly) from the 'sage on the stage' to the 'guide on the side'. This in turn forces a continual re-evaluation of the role of the lecturer and student in this new dynamic as we teach and learn in the digital age (Bates, 2015; Guo, Kim, & Rubin, 2014; Reutemann, 2016; Siemens, Gašević, & Dawson, 2015). These developments in technology and society make it a real challenge for the traditional world of higher education to navigate successfully through this 'digital revolution' (Shark, 2015). And video is contributing to this process of change.

For many lecturers who are used to teaching in classrooms without the current range of video options, it can be overwhelming. Within the context of video in education, there is an ongoing attempt to define the varieties of video formats within an educational context (Hansch et al., 2015; TU Delft, 2016). Video formats can take many forms including; live lecture capture, web lectures/knowledge clips, screen casting, skyping and video conferencing, video clips on You Tube or Vimeo, student or teacher generated content, instructional videos, and immersive content such as 360 video, Virtual and Augmented Reality. Higher Education continues to experiment in engaging the various affordances of video, and to identify best practices, that will support the learning and teaching process (Sisternans, 2017; Woolfitt, 2015).

There are different approaches to conducting research including the use of video in the educational context. Lecture attendance tracked by student id cards, reported video watching and actual video watching (based on the student id) can indicate the degree to which students accurately report their viewing behaviour and what the relationship can be between videoed class content and class attendance (Bos, 2016). Students can also be surveyed at the end of their course and asked for feedback on their use of recorded lectures during the course and the perceived usefulness and effectiveness of this (Woolfitt, 2017).

The increasing presence of video becomes clear when CISCO predicts that by 2020, 80% of all internet traffic will be for video (CISCO, 2015). Expectations continue to increase regarding the speed, volume and variety of information and communication in daily life. Within the Netherlands, students are learning in an environment in which Vlogging, You Tubing, Augmented Reality and 360 immersive video are considered normal. Within this context, the research examines how these possibilities can be constructively engaged and utilised within a learning context. An extensive literature review with regard to the use of video can be found at INHOLLAND.nl/TLT in theme Video.

2.2 Educational Models and theoretical contexts

Quality learning involves the active construction of knowledge that aligns intended learning outcomes, learning tasks and assessment (Biggs & Tang, 2011). This means that any course knowledge that is presented via the format of video, would need to relate to the course learning goals and any task assessments. According to Hattie (2009, p. 22), visible teaching and learning occurs:

when learning is the explicit goal, when it is appropriately challenging, when the teacher and the student both (in their various ways) seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate, and engaging people (teacher, student, peers, and so on) participating in the act of learning. It is teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning.

In a blended format, learning takes place online and offline, synchronously and asynchronously, with and without technology. Learning can occur individually, under the guidance of an expert or within a peer groups. Learning can be located inside or outside school, at work or during free time, and can be formal or informal, or a combination (Fransen & Swager, 2007).

The learning process can be viewed as a conversation between lecturer and student (and among fellow students) at the conceptual and application level, supported by implicit and explicit feedback (Laurillard, 2002).

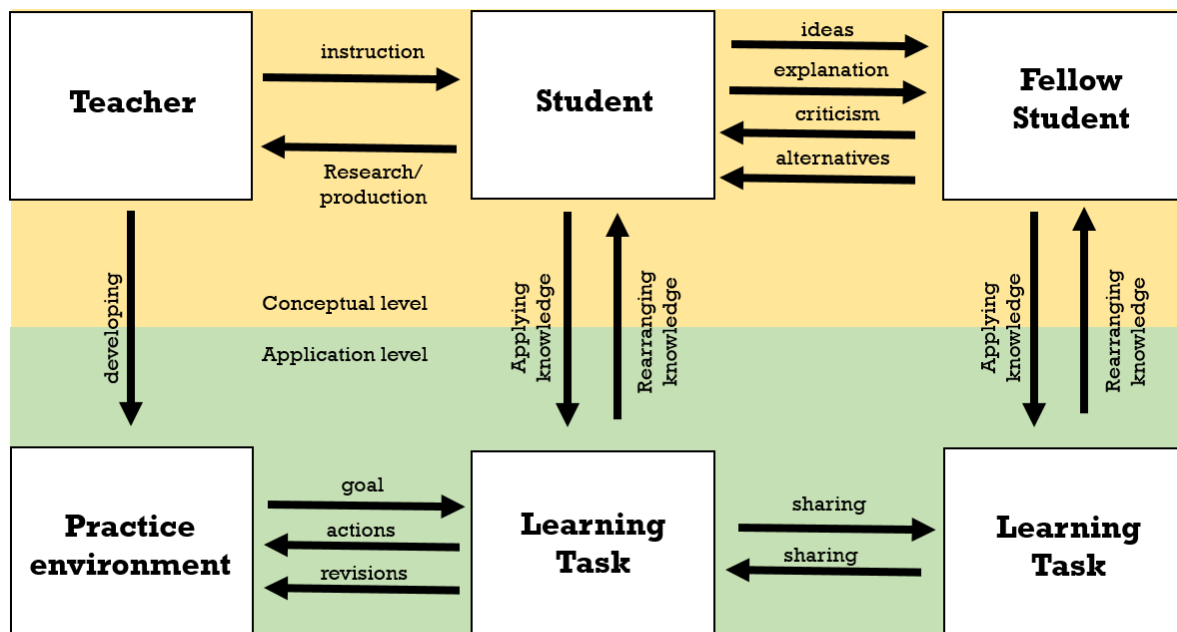


Figure 1: Learning as part of a conversational framework (adapted from Fransen, 2015, based on Laurillard, 2002)

This research uses the model to examine the 'conversation' between the teacher, student and fellow students. It frames the discussion of where in the course the different video formats are used, and what this contributes to the learning processes at a conceptual and application level. It is also used to reflect on what support and feedback is provided within the course as part of this process.

3. Methodology

This section describes and explains the research methods used, the participant selection, reasons for the selected research tools and discussed validity, reliability and ethical issues.

3.1 Type of research

This report takes the approach of evaluation research, in which an already planned and designed didactic intervention is retrospectively examined. Most of the data was collected on the final day of the course in an evaluation. The report starts with a description of the structure and didactic approach of the course and the implementation of various forms of video. Then an evaluation of the perceived contribution of video to the learning process is presented.

3.2 Stakeholders

Table 1 provides an overview of the stakeholders. The participants in the group are the 30 students on the course, and other stakeholders are the three lecturers on the course (including pioneer), the course director. Additional stakeholders, not directly involved in the research, are listed below.

Table 1. Stakeholders, level and relevance.

Stakeholder	Level	Relevance in research
Students on the course	Course	Creating the videos and reflecting on learning
Course Director	Course	Course development and emergent practice
Pioneer	Course	Course development and emergent practice
Lecturers on the course	Course	Developing expertise in video use
Researchers TLT	TLT	Developing insight into affordances of video
Video technician	Inholland support	Experimenting with different video formats
Pioneers TLV & CoP	TLT	Sharing knowledge about video uses
Director of Faculty	Faculty	Gaining knowledge about emergent practice
Inholland board of directors	Inholland	Need for knowledge about didactic use of video

3.3 Research instruments

Table 2 provides an overview of which research instruments were used with which respondents, and when the data was collected.

Table 2. Participants and research instruments per sub question

Sub question	Research subject	Participants	Instruments	Schedule
1	How is video integrated into the course structure?	Researchers TLT and pioneer	LMS analysis/inventory	During and after course
2	According to students and lecturers, what is the perceived practicality of this approach with video?	Pioneer, teachers, students, video technician	Survey, group interview 1 (students), group interview 2 (lecturers/technician)	Final day of the course
3	According to students and lecturers, what is the perceived effectiveness of this approach with video?	Pioneer, teachers, students, video technician	Survey, group interview 1 (students), group interview 2 (lecturers/technician)	Final day of the course

3.4 Data collection and analysis

Inventory of videos used: An overview was made of videos that were available on the online learning management system (Blackboard). Also, other videos that were made available to students on the course (e.g. YouTube links). In addition, two of the six final products of E-Zines were also examined for video. This involved systematically searching each page of the LMS and the E-zines to locate the video files. The format and the duration of the video was then determined and categorised using the following descriptions:

- Course generated web lecture available on the Inholland Mediasite web lecture archive.
- Course generated video (e.g., video of two teachers having an interview)
- Student generated video (student made interviews in various settings with different interviewees)
- External links (e.g., YouTube films, or other video content)

Student survey

A survey was selected as part of non-experimental, flexible design research, for descriptive and evaluative purposes with standardized questions. The intention was that questions would mean the same to different respondents (Robson, 2011, p. 242). The draft survey was developed by examining previous surveys used by the TLT research group that focused on video. However, since the current course used video in ways not previously examined by TLT research group, it became evident when reviewing the first draft that the previously established question list could not be used. It was determined that the current research needed to ask questions very specific to the course, which was evident once the various video formats had been implemented in the course. This resulted in a new set of questions being drafted by the researchers and final feedback was received from the pioneer. These questions were entered into a survey format in Google Forms and tested. Due to the time frame, it was not possible to fully pre-test the survey with the actual target group. The pioneer and researchers provided feedback on the draft survey before it was finalised examining: structure, question order and formulation, lack of ambiguity, terminology, logic and link to theory (Robson, 2011, pp 252-260).

At the kick-off introduction to the course (Wednesday 12th April 2017) the students were informed that research was being conducted regarding the use of video on the course and that at the end of the course students would be asked for their input (completing a survey). On the final day of the course (Wednesday 21st June 2017) a link to the survey was placed on the LMS and the students were allocated 15 minutes to complete the survey as a group. All thirty students were present in the classroom and completed the survey for a 100% response rate. Students completed the survey via their laptop, tablet, or smart phone. A computer room had been reserved for this purpose with the thought that it might be easier for students to provide more detailed qualitative answers when using a full keyboard but students provided adequate detail via their digital devices. Collected data was immediately available and was scanned by the two researchers which generated specific question for the student and the teacher group interviews later that day

Group Interview 1 (students)

The format of a group interview was selected in order to provide additional qualitative data to help understand and interpret the data collected from the survey. Questions were compiled based on the analysis of the survey data. Answers in the survey that appeared unclear, contradictory, or which appeared to need further explanation were compiled into questions. The semi-structured format had a short interview guide and checklist of key subjects, and this allowed for the modification and adjustment of the flow of questions during the group interview. This provided room for a variety of perspectives on the discussion points which were complex and multidimensional (Robson, 2011, p. 280). To increase the chance of participation, the group interview took place on the afternoon of the final day when all students were present. Each of the six project groups was invited to provide one student per group to attend the interview. Students were free to decline to participate in the research with no explanation needed. Each project group provided one student and the interview was conducted with the two researchers. The purpose of the research was explained to the students, along with the fact that the research results would be represented

anonymously. The interview lasted for one hour and was recorded with an audio recorder. The interview was conducted in Dutch. A summary of the interview was compiled in English, and sent to the students for a member check to protect against researcher bias (Robson, 2011). No additional input and suggestions were received as a result of the member check.

Group interview 2 (Lecturers x 2, pioneer x 1, video technician x 1)

After group interview 1, the points raised by the students were scanned and formed the basis of semi structured open questions for the two course lecturers, the pioneer and the video technician. These four participants were interviewed in group interview 2 and this data was processed as indicated in group interview 1 above.

Group interview data analysis

The two audio recordings were summarised (loosely transcribed to capture the key points). Data from these two group interviews were then analysed (Boeije, 2012; Corbin & Strauss, 2008) and recurring points were group together, significant ideas and quotations were included in the research report to clarify or represent the various perspectives.

3.5 Validity and reliability

Validity is defined as the 'degree to which what is observed or measured is the same as what was purported to be observed or measured' (Robson, 2011). Validity can be referred to as the 'truth status' of the report. All research instruments, including the data and final report were critically read by another member of the TLT team, and by the pioneer with the intention of ensuring reasonable validity.

Reliability is defined as the 'extent to which a measuring device, or a research project, would produce the same results if used on different occasions with the same object of study'. This process is considered more difficult in flexible design research, and some may regard it in appropriate (Robson, 2011). Feedback and input throughout the process was given by TLT and the pioneer who critically examined the reliability of the research instruments and is discussed further in the critical reflection.

3.6 Ethical research procedures

In 2007, the Dutch association of Hogescholen (*Vereniging Hogescholen*) established protocol guidelines for research (HBO Raad, 2007) and in 2010 Andriessen, Onstenk, Delnooz, Smeijsters, & Peij provided a code of conduct for research at the HBO level which was used as a guideline during the research process. This involved a focus on the following five areas: professional/social relevance, being respectful, careful, honourable, and accountable for choices and conduct. Pijlman et al (2017) provide 19 quality criteria for conducting research (section 5, page 31) which includes adopting an ethical approach. In addition, steps outlined by Fullan (2007) were reviewed before the research including ethical guidelines, ethical issues, researcher safety and risk, general ethical responsibilities, and the politics of real world research. The ethical and political issues discussed by Robson (2011) were also taken into consideration including addressing ethical codes and guidelines and questionable practices to be avoided. The pioneer in this research has a double role as pioneer and lecturer on the course, which needs to be considered when evaluating the neutrality and impartiality of the research (Robson, 2004; Seidman, 2006). The three ethical issues identified by Franssen (2013b) (permission, privacy and risk versus return), and the four issues related to standards (practicality, feasibility, care/integrity, and accuracy of conclusions) were taken into consideration while conducting this research.

An explanation of the interview process, including anonymity of the respondents and member was presented to the interviewees as part of the interview protocol. This was designed to ensure that participants were clear as to what they were consenting to (Robson, 2011). At the start of the student interview it was explained that each participant had a chance to ask the researcher questions, that they were participating voluntarily and could withdraw with no consequences at any time in the process, that the data gathered could be used in the final

report/presentation and that their name and any identifying details would not be used in the final report to ensure anonymity.

3.7 Language considerations: English and Dutch

Two languages were involved in the research process, Dutch and English. The research findings are presented in English and yet for the majority of the participants, Dutch was their native language. To ensure that any potential language misunderstandings were minimised during the research process, guidelines based on Seidman (2006), concerning linguistic differences and finding the right words in English were taken into consideration when transcribing and translating the group interviews and writing the report. The group discussions and surveys were held in Dutch and the author has translated the Dutch content into English, and sent this to the participants to confirm that the summary accurately captures the intended meaning of the discussion.

4. Results

This section presents the research findings including tables, screen shots and selected quotations and qualitative data. Data is provided per sub question.

4.1 Sub question 1

→ How is video integrated into the course structure?

Table 3 shows an overview of the types of video used in the course. Of the 18 student generated videos six were analysed in more detail. A complete overview of the videos is available in the appendix.

Table 3: Overview of videos on the course

Type of video	Count	Where in course	Function on course
Live Lecture Capture	5	Live recordings, available via LMS	Live Lecture Capture
Pre-recorded web lectures	8	Available via LMS	Pre-recorded web lectures
Student generated videos (analysed)	18 (6)	Part of final product for assessment	Showcase student learning/reflection
External links (e.g., YouTube)	1	Watched in class, shared via LMS	External example of interview
Total Videos used on course	32		

Live lecture capture

Live lecture capture refers to a video recording that is made in class with an audience. This can be a lecture, a presentation, or an interview. It differs to a web lecture in that there is only one screen. In total, five live lecture capture recordings were made during the course.

Two expert interviews between the two course lecturers. Students witnessed the interview live in class, and could review the video recording at a later stage, recorded in 2017 and viewed on average 20 times each (see below). An article on this interview is published [here](#)

- One lesson that was recorded where general concepts and terminology were presented, with students in class and some interaction, recorded in 2017, viewed 19 times.
- Two compilation videos recorded with student interaction in class during the final day and student presentations of their E-zines, recorded in 2017, one viewed 30 times, the other (data not available).



Figure 2: Teacher 2 interviews teacher 4 (29:02), April, 2017, Amstelveen

Pre-recorded web lectures

Web lectures are studio recorded recordings (usually) with two screens (Screen 1: Power Point slides, Screen 2: lecturer/talking head) and in this case were recorded using the Mediasite software. They are available through the Inholland Insite. In total there were 8 web lectures made available on the course.

- Six web lectures on specific aspects of the three main religions, mostly recorded in 2013. Since they were published, these web lectures have been viewed on average 38 times.
- One web lecture on the process of safely uploading and sharing videos, recorded in 2013, generally available within Inholland and viewed 82 times since then.
- One web lecture on giving and receiving feedback recorded by TLT in 2017, generally available within Inholland, and viewed 203 times.



Figure 3: Web lecture, Introduction to Christianity

Student generated videos

Each of the six project groups included three video interviews in their final E-zine. This means that 18 student videos were created. Links to six films from two E-zines are available in the appendix which the students have given permission to be made available. These various videos were recorded at school, in classrooms, at home, or outside in other settings, including a park. The focus of these were linked to the learning goals of the course, including personal stories, school stories and stories within society.

External Link (e.g., You Tube)

External links to content outside of Inholland were also shared. One additional film was shown in the classroom to the whole group, a You Tube film where someone tells their personal story (The story of Esther). This video was also made available via the LMS and a transcript of the text was also provided since the original dialogue was hard to follow.

4.2 Sub question 2

→ According to students and lecturers, what is the perceived practicality of this approach with video?

This question examines the degree to which the format is considered practical, based on hours available, cost, preparation time, restricting factors within the context, ease of use and how it solves a practical or educational problem. First data from the survey is presented and this is then supplemented with data from the two interviews.

Results of survey (N=30, 100% of students)

All 30 students on the course completed survey. Data collected from the survey indicated the following aspects.

Of the six web lectures made by teachers, 63% of respondents said they watched a few, 20% said all or most, and 17 % none.

The way the teacher addressed them in the web lectures was considered pleasant by 46%, with 37% being neutral and 17 % not agreeing.

In general, the students were neutral regarding whether the web lectures were boring to watch or not. About 25% found the experience slightly boring and 25% found it not boring and there was a spread regarding whether they found the content enhanced the course or not.

Regarding the two technical videos, about 37% watched the effective feedback video, 53% the safe sharing video and 36% did not watch either.

The web lecture 'Visionary thinkers of the future' and the You Tube film 'The story of Esther' were watched by 1/3 and 2/3 approximately. 30% did not watch either.

Students had the chance to re-watch the videos of the experts again. 40% re-watched video 1 and 57% re watched video 2.

70% watched the expert videos online outside school, 33% watched it live and 7% did not watch them.

Students indicated which of the three student-made videos they had worked on. 40% worked on 1, 40% worked on 2 and 20% on all three. One student did not work on any. They indicated different degrees of involvement from arranging, planning, recording, interviewing, being interviewed, or editing including a combination of those roles.

Asked whether the sample interviews with teacher 2 and 4 had helped them with making their own Personal interview videos, 20% agreed strongly, 43% agreed, 20% were neutral and 7% did not agree.

24% watched all videos made by their group, 43% watched some or more, and 23% did not watch any.

When asked what they thought were the strong points of using video in the minor, students identified a number of points which included increased creativity, flexibility, variety, video as a richer medium than just reading or listening to a teacher, being actively involved and having freedom to create the end product. Students also mentioned the following additional points.

Variety in format for E-zine

- The videos provided variety for the reader of the E-zine (not just text) which could catch your attention.

Video good format for telling stories and showing emotions.

- It was an easier format to tell your story and gave a chance to go into depth about a subject that would have been difficult to write about.
- A video allows you to show much more, and if you forgot what you said, you can view it back again.
- Very strong since you can make real contact through the image.
- A very personal impression could be sketched without lots of writing and it is easier to follow a video than a text.
- The interview format allowed real emotions to be seen.
- Video is a more powerful medium than written text and this gives an extra dimension to the interviews.
- Openness.

Developing technical skills

- Learning how to edit the videos.

- It's a modern way of sharing knowledge and for students and viewers, it is nice to work on it.

Students working hard

- The video provides evidence that everyone was serious and working hard.
- Making videos yourself ensures you work hard on the course.
- You are actively working which keeps you involved in reaching the course goals. Compared to listening to a teacher.

Freedom to be creative

- The end product was more creative.
- We had freedom as group to use the videos as we wanted. We also made a video presentation and a vlog.

Desired improvements regarding the use of video (ICT) on the course

When asked to describe less strong points of the use of video on the course, several students could not name any points but some had the following suggestions.

Embedding and link to didactic goals

- There was no requirement to view the web lectures and you could complete the task without it.
- Too little connection with attaining the goals of the course.
- The goal for using the video was not always clear. Some videos I did not know about and nothing about them was mentioned in the class.

No added value

- It did not add value, apart from the content of the specific web lectures.
- Video element did not add much, would have liked more interactive classes.

Dependency on ICT

- Dependency on ICT and computer and editing challenges.
- There is always the concern whether the technology will work.

Video format can be boring

- It is difficult to have an in depth interview that is not much too long.
- Sometimes videos were too slow so less interesting.
- The web lecture format is static, with no room for questions and I prefer the lessons.
- Video can be very strong and can help. In this course I found the role of video minimal, it could been emphasised.
- Sometimes we had to watch videos in the class and we lost our energy, not all the videos added value.

Practicing

- Too much unnecessary practicing.
- We are not being educated to as camera man or interviewer. This cost a lot of time in the course.

E-zines

- Printing E-zines was difficult.
- Sometimes the videos did not fit into context of the magazine.
- Explanation of e-zine and editing videos was not explained clearly enough.

When asked to comment on which learning activities helped the most to make the E-Zine, students commented on the following points. The sample interviews, the visits to the Synagogue, Church and Mosque, having freedom to be creative, working independently, the photo assignment in Amsterdam helped to view religions in a broader sense,

and the video (*'Grote denkers over de toekomst'*), the lectures, the learning tasks 1 and 2, the personal interviews, brainstorming with fellow students for E-zine content and the web lectures.

When asked what activities made the most impact during the course, more than half the students mentioned the Amsterdam excursion to visit the Synagogue, Church and Mosque. Some comments included:

Excursions

- I had never been in a Synagogue and that really enriched my own personal development.
- Visiting the synagogue, the least known religion of the three was for me the most surprising.
- The lady at the Synagogue told inspiring things, gave honest answers and had humour. Also, my compliments to the guide at the church who did a good job.
- Synagogue visit (very informative), Mosque (shocked by the manner and subject of what the Imam said), Church (religion as I think it can make the world better, warm, inspiring).
- I have gained much more respect for beliefs and the power of belief.
- You got the information direct from someone, not through an intermediary.

Interviews with Teacher 2 and 4

- Interview with teacher 2 really touched me.
- Sample interviews and looking at the personal experiences
- Personal interviews made the most impression on me. That is because I viewed the person in a totally different way and got to know them. Through this, their vision on their life really inspired me.

Teacher's expertise and passion

- Teachers had interesting things to share
- The teachers are very professional and passionate about all aspects of the course. This motivates me and is sometimes a huge relief within the HBO studies.
- I found Teacher 2's knowledge very impressive.
- The theory that was covered.

Freedom of E-zine, technical skills

- Making things for the E-zine, conducting research and seeing the result.
- The whole course made an impression on me. The differences and similarities between the religions.
- Using the video editing programmes.

Working together, getting to know fellow students

- The ways in which each person has their own approach to their 'life vision'
- Interesting stories and different views of religion by fellow students. Initially I did not know them, but through the learning tasks I got to know them better.
- Collaborative power of our group. We really grew!
- Making an E-zine and working in an editorial team, for me a really creative way to work on this subject. I really noticed this. Having the freedom to fill the magazine with your own ideas, but also having sufficient guidance to know you were heading in the right direction, was perfect.

When asked to provide any additional comments, students were generally satisfied with the course. They mentioned a wish for information about other religions, to see the videos of other student groups, to work more independently, and that they enjoyed working with video (but that it did not add to the course in general). They also mentioned they enjoyed the freedom to be creative, and that they enjoyed working on the E-zines. A couple of students mentioned that the course was sometimes unstructured with some changing assessment criteria from the teachers. Additional comments included:

- Very informative. Maybe examine other religions (not just three monotheist covered) (Hinduism, Buddhism, older religions such as Greek/Romans).
- Enjoyed developing collaboration with group working on the E-zine. I could really use my full creativity
- Feedback received about the content.
- Would have been nice to have more time for independent work than assignments outside the learning tasks which were not used.
- We had not chance to see the films from the other groups.
- Course was different than I expected. Positive and less positive sides.
- Nice to learn to work with video. As future teacher we need to know how to do this. But had little overall effect for learning value of the minor.
- Thank you, I learned a lot!
- Would have been nice to have each class available on web lecture, as well as explanation of personal pitch.
- This course gave me a different view on life and I'm fascinated about the Koran and Christianity.
- I'm a satisfied person.
- I found it very interesting and educational.
- Nice, creative course, with different perspectives through which the learning gain of each student can be appreciated.
- Some communication in the course was unstructured. Teachers were searching for the right way to deliver the course.
- Collaboration was good, e-zine a good format to share personal and deeper elements of the course.
- I noticed the course was sometimes unstructured. Sometimes during the course the teachers changed criteria, which resulted in a bit of confusion.

Results of student Interview

Comments in the interview supported aspects of perceived practicality mentioned above. Students wanted to have more structured contact between the groups and get insight into how the other groups were progressing. Some students mentioned they had only worked on the E-zine at the last moment. There was also a request to have more practice sessions on how teachers should handle difficult discussions that may arise in class.

Results of teacher interview

Overall, the perceived practicality of students and teachers was determined as sufficient. Based on the hours available and preparation time, students felt that there was more than adequate time to complete the assignments. Restricting factors were the technical issues of making and editing the videos, and working on the E-zine as a project group with only one editor with access. The format of video contributed to solving the educational problem of using recordings of interviews as evidence of reflection on personal story telling.

4.3 Sub question 3

→ According to students and lecturers, what is the perceived effectiveness of this approach with video?

Perceived effectiveness examines the degree to which the use of video on the course achieves the goals of its implementation based on the learning goals as outlined in the course manual. In the following set of results, data from the survey and two interviews is combined here.

When asked to clarify which elements of the course helped them the most with creating their videos, several students mentioned the web lecture on how to edit and upload a video safely. Another mentioned that the whole course was useful since the video involved both technical aspects, but also understanding the content regarding how one approaches and discusses the subject. Others indicated they were already competent with using moviemaker and editing videos. Others mentioned using PowToon to work on their videos. Also, the role of the

practice interview was mentioned several times. One mentioned the learning tasks and explanations on Blackboard.

When asked whether the content of the course specific web lectures had helped them to reach the goals of the minor, 37% were neutral, 20% slightly in agreement, and 43% were not in agreement

Asked whether the sample interviews with teacher 2 and 4 had helped them to reach the goals on the course, 17% were very positive, 57% were positive with the remaining were neutral or not agreeing slightly.

There was an even spread regarding whether 'The web lectures helped me to understand better the background information regarding religious festivals, interacting with others'. 27% were positive, 44% neutral and 29% not positive.

More than half of respondents did not agree that 'During the lessons, the content of the web lectures was referred and/or connected to the lessons.' about a quarter were neutral and a quarter slightly in agreement.

To clarify this, students commented that there needed to be a much clearer connection made by teachers between the content of the web lectures, and the lessons, that the web lectures on different beliefs could be made by people from those beliefs, that they could be shorter, while several indicated they were not aware of the web lectures and had not watched them.

Video were seen as a tool for reflection

- You can see your own way of interacting and because of the film, you can go into the subject at a deeper level.
- Being able to re-watch the web lectures and the interviews which allowed room for greater depth.
- Video is always good because it can always be referred back to.
- It was very accessible and allowed you the time to review what you wanted to.
- Educational and useful
- Very useful. Looking at yourself on video you can analyse and improve your interviewing technique and asking questions for the next time.

Effectiveness of video on course

When asked to explain the perceived effectiveness of the various implementations of video, several students commented on there being no direct link between the additional six web lectures, and the course learning goals. And that these were not referred to in class, in the handbook, or during the assignments. Several students mentioned they had not watched these at all. This was offered as additional information but it was not always clear how or where it could be used. It was not necessary to watch this in order to achieve the learning goals.

Interviews with experts

The two video interviews with the experts were considered very positive. It was not always clear to determine whether students were referring to seeing the interview(s) live in class, or watching the video since there was cross over between the two. Students learned from the interview technique and the kind of personal and moving stories that the teachers shared. Being able to review this back was helpful. Asking one or two good questions, and then listening, is often enough. Being exposed to the often very personal content provided a good context and showed the involvement and commitment of the teachers on the course. The expert interviews also allowed the students to develop a broader understand of the term 'Life Philosophy' that went beyond their initial image that it was only about religion.

Interviews with students

Participants felt that the video interviews helped them reach the learning goals, gave them more insight into each student's perspective, and their own perspectives. One participant who interviewed a friend who was fasting explained this led to a good discussion, a personal story which related to daily life and to school.

Specific affordances of video (vs. text or audio only)

Students explained that the format of video provides more information than only audio or text. You see the face, the (open or closed) body language, whether someone is being open, or holding back and make a judgement on whether the whole story is being told. The video interview format is appropriate to explore the topic of 'Life Philosophy' adding an extra dimension creating extra reflection. It comes across more personal and powerful, compared to a written text. Several of the student interviews that made it into the E-zine, were 'practice' interviews. But they were impromptu, they had a rawness, immediacy to them which gave them a more genuine quality in which the primary response is captured in an unscripted manner. Because of the positive results, these videos were considered of sufficient quality to make the final cut. Reshooting them would have diminished this quality. Students commented that when you watch a video you see it and feel it and the non-verbal communication is important. The video format also added variety to the final E-zine format (not just images and text) though some said it was not always easy to integrate the subject matter into the E-zine.

Emotions to the forefront

In several of the student video interviews, those being interviewed started crying. Good questions had been asked and in the format of video, through the communication, you immediately see how someone reacts. When these recordings were viewed later, some of those viewing them also began to cry. This emotional reaction was considered much less likely with a written text. Students considered the emotions expressed and experienced were stronger through video. The first reactions appear to be more easily accessible than when written. The images are strong and connect to the live experience. The video makes it more exciting for interviewer and interviewee. Participants stated that after the first few minutes, they often lost track of the camera that was filming them. Some practice interviews were very personal due to the subject matter and the face to face format. Several of these 'practice' interviews ended up being used in the final product of the E-zine since they were of good quality, particularly the content. Due to the unplanned and unscripted nature of the initial interviews, the results had an immediate and raw quality. If they had been re-recorded, participants felt they would have been less genuine second time round. One group thought their video of 8 minutes was too short, but doing it again would not be the same so they kept it.

E-Zine and editorial, production, video editing and technical issues

Participants commented that the format of creating the E-zine put a lot of additional work onto one group member who had the editing task. This made it difficult to contribute to the editing process as a group. Whoever had the final editing responsibility had a lot of additional work to do. Only one person could access the E-zine due to there being only one log-in (via Facebook). The knowledge gained through the E-zine process was positive. Participants gained a lot of insight into the other people in the team. Although the total time invested in the minor was not too great, participants felt that they got a lot out of the course. There was a lot of impact regarding the subject of 'Life Philosophy'. In addition, the format of the E-zine and the videos gave room for creativity which was appreciated. There is freedom to do a lot of video editing and adding many layers, or to do it at a simple level.

Several participants felt that the class about how you make and edit a video contained information they already knew from earlier studies. Participants would have liked a class on how to make an E-zine. In addition, it would be good to start the final compilation process earlier (some were working on it up until the last minute). The editing role was a lot of work. Some had this skill, so were allocated this task.

Suggestions for improvement

Several aspects were discussed that could improve the course next time it is run. There was room to have more (structured) contact between the groups and students did not have a chance to view the video interviews from

other groups. Most participants selected their own group and stayed in their group throughout the course. Perhaps an *'Intervision'* session could be set up between groups. This was not actively stimulated by the course. All learning tasks and feedback and practice were done in their own group. However, on the final course day, there was lots of good interaction. It would be good to establish structured feedback moments between different groups.

Relevant and controversial discussions

Participants felt that current and relevant themes could have been discussed as part of the course (e.g., female police agents wearing head-scarves, or how to handle the *Zwarte Piet* discussion in a classroom, or discussion about specific religions). In particular, practice, tips and ideas on how (prospective) teachers should hold and manage these types of difficult discussion in their classroom would be valuable. This content could be linked back to actual lessons in the classrooms that participants are teaching in. These sessions could be videoed. The content of the minor could be linked back into the daily teaching practice, and these subjects could be discussed with their own students. A project group could go to a class of one of their group members, and bring these contemporary and topical subjects into the discussion, which would be outside the comfort zone. This could be filmed and done with the project group from the minor going to the school and making an additional assignment out of it.

Which role? Teacher in training or student?

During the course, most participants viewed their role as student because the learning tasks were formulated from that perspective. A couple of students took the reflection to the next level and considered the double loop that they were learning as students, but also as prospective teachers, particularly when they returned to their teaching role. And a couple commented that they viewed their role more as a journalist conducting interviews, as a camera man or video editor, or finally as an editor of a publication. Due to a missed lesson, one participant could not attend the class so discussed the assignment by phone with a course lecturer who gave ideas about what you can get out of an interview. How to conduct it in the school setting, to generate discussion and ask the right questions. This gave examples of how the teacher relates their *'Life Philosophy'* in the context of their students and classes. This led to reflection on the how this is managed in a classroom setting and how one's *'Life Philosophy'* and perspective can impact the role of the teacher in the context of their class.

It was confirmed that not each students made three video interviews, but that at least three video interviews were made per E-zine team. A couple of the interviews used in the final E-zines were those made from the practice interviews. This was because the students felt they were good interviews, with an immediacy and unplanned directness. Students chose to include these because they felt that recording them again, they might miss the spontaneous and raw quality which gave the interview its character. The videos often contained very personal material and the nature of confidentiality, privacy and sharing of this content was discussed. No formal process had been agreed or discussed regarding sharing this content as part of good practices (inside and outside Inholland?). It was agreed to check this with the students directly. The technician who had recorded student interactions earlier in the day, as impressions of the final day, agreed to check with the students regarding what could be shared. Currently, content was only available on a *'hidden'* YouTube link. To be shared within (or outside Inholland) permission would need to be given by the students.

Teacher perspectives – sharing good practices

It was agreed that it would be good to be able to share a selection of the E-zines with a broader public once appropriate permissions had been established since the group considered there were some good examples. It would be a shame if these finished products were only visible within the course. Sharing within Inholland has to be considered carefully because it is a relatively large community, even though if shared within Inholland, the videos would be within a relatively protected zone. The next level would be if the content was shared via the Teaching, Learning and Technology web site, or external blogs, in which case the content would be fully open. If links to a couple of the E-zines are shared in the final report, then students need to be asked if their content (and personal stories) can be shared.

Meaningful discussion

The text from the two teacher (sample) interviews will be published in a trade journal as an example of experts discussing this subject.

Integrated web lectures, creating videos is a complex task

There was a discussion on how the content of six information web lectures could have more impact by making links between the course and assignments. Currently, the structure was too loose and there was limited connection with the course since it was not aligned. Some students were positive about the content but it appeared that only a few had actually watched them which was a shame. This could be improved by constructive alignment. There is also a difference between videos you watch and those that you make yourself. It is more difficult to make your own which results in a higher level of difficulty (more complex learning task) with a greater potential learning impact. For the teachers who had recorded the supporting videos, having invested time in recording them, you want them to be watched.

Overall, the students were very satisfied with the course, with more than 50% of the students giving a grade of 8 or higher.

This section has presented the data collected from desk research, the survey and the two group interviews to answer the three sub questions. In the next section, the main conclusions are drawn regarding the main research question and how the conclusions can be examined from the perspective of the conversational framework model of Laurillard.

5. Conclusions & discussion

5.1 Conclusion

In total four different forms of video were employed in the course and these formats provided a variety of ways of delivering and capturing information, both by teachers and students and the E-zine format was used to showcase content.

The two video interviews recorded live in class with the teachers were an important part of the course. From a technical perspective, they provided a good example of how to conduct and record an interview. From a content perspective, it allowed the teachers the opportunity to 'bare their souls' and share deeply personal stories which made an impression on the students and set the tone for the rest of the course. This interaction and openness encouraged what Hattie (2009) refers to as *'active, passionate, and engaging people (teacher, student, peers, and so on) participating in the act of learning'*. Students were personally moved by the content and format of these interviews and incorporated some of the ideas and approaches into their own interviews. The additional recording of in class activity (final day feedback) were more for the record and not used in the course content.

The 8 pre-recorded web lectures (on specific religions, feedback and one technical) had mixed usage from the students. Those with course content on religion were hardly viewed by any of the students and the explanation was that it was not necessary to view them in order to complete the course or assignment. Since there was no specific alignment between the content, the learning goals and assessment criteria students saw this as an interesting 'extra' but did not feel it added to the course. However, there were several requests from students to cover other religions and other topical issues but if this is included in future, it can be concluded that based on the current viewing pattern of the students, it might be watched more if the content was aligned with course learning goals and the assessment. The other two web lectures on feedback and making a video were considered useful by some in helping to make the videos and to give feedback, but students were missing instruction on how to make the E-zine.

The student generated videos served several purposes. Firstly, to capture personal stories in what were often emotional encounters as students reflected on important aspects of their life. In some cases, this led to tears and a strong emotional response from the interviewer and viewers. In a few cases, the practice videos ended up being the final product since they had an unprepared, raw quality that came across quite genuinely. From the positive comments from staff and students it is clear this is a format that strongly contributes to the core element of the course in reflecting on and defining one's own life philosophy. Students felt that the medium of video allowed for a very different type of representation and collection of experiences allowing deeper reflection on the position of another, and one's own relation to that. This format can be considered highly suitable for the content of the course.

Students experienced making the E-zine as positive; having a creative space and freedom to experiment in presenting their key ideas, personal stories and reflections. They had full editorial control and valued this. However, there was a heavy workload placed on the one student who had editorial access and responsibility for the E-zine and this resulted in an uneven allocation of time in the groups. There was also limited access to what other groups were doing and insight into this was only possible on the final day of the course. The finished products are attractive and well laid out, with an interactive format containing personal stories in multimedia formats that can be easily shared online. Staff and students were positive about this format of collecting and presenting key ideas and felt it added value to the overall course. Students indicated that the overall work load on this course was not as high as in some other courses.

In this course, the use of video interviews contributed significantly to the aims of the course in generating a deeper discussion and inner reflection. The web lectures provided some supporting information but were not clearly integrated at all levels. Students and staff concluded that there were some strong practical benefits in this format and that the effectiveness could be improved by a closer alignment with more clearly defined course learning goals.

5.2 Discussion

When examining the use of video on this course, it can be constructive to relate the video formats to the model of Laurillard (below). The informational web lectures with course content took place in the top left hand side of the model. Mainly providing one way instruction to the students at a conceptual level. What was perhaps missing was the requirement that the students discuss, explain, criticise and generate alternative ideas in discussion with fellow students (top right hand side). There was also no need for the student to apply this content knowledge to the learning task since there was no clear relation to the learning goals. However, information provided in the two web lectures (on feedback and making a video) were taken to the application level as part of the learning task.

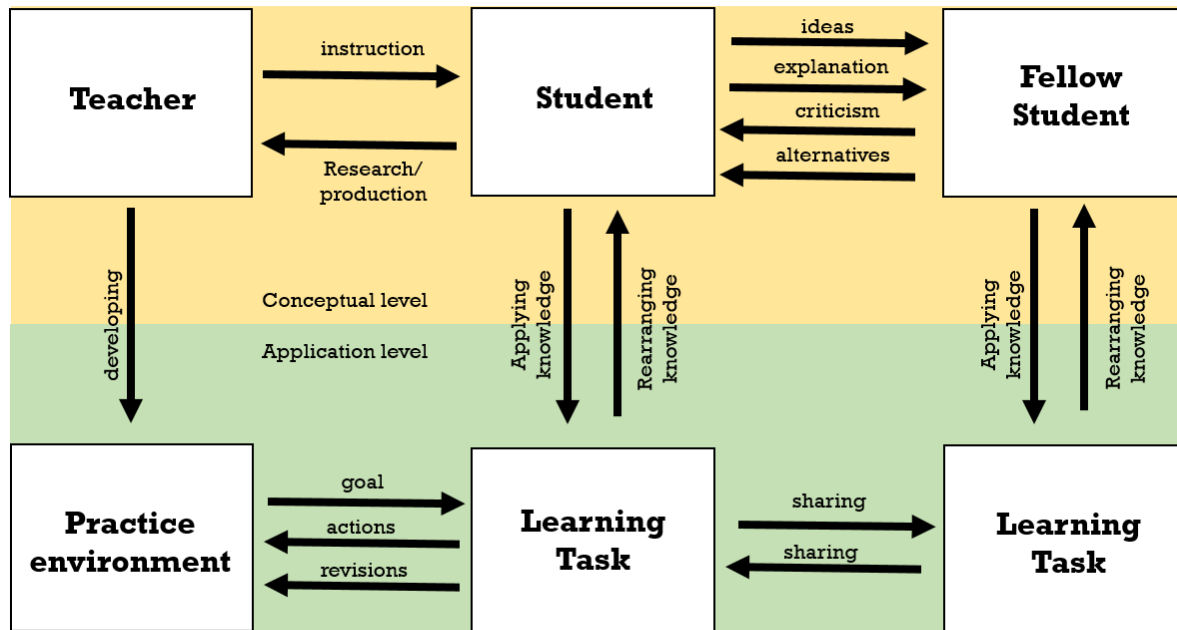


Figure 3: Learning as part of a conversational framework (adapted from Fransen, 2015, based on Laurillard, 2012).

In the case of the two teacher interviews, it can be suggested that the 'conversation' was taken further by the student. First they witnessed the two interviews live and could watch them back later, information processed at the conceptual level. In some cases, this was discussed with other students as part of the process of preparing for the interviews. This information was then applied to the learning task at the application level (interviewing and being interviewed about important elements of ones' life). There was direct interactions between the interviewer and the interviewee (and possibly also the student making the recording), taking place bottom right side. The question remains at what level the teacher was able to join the conversation at the practice environment (bottom left) to clarify the goals of the assignment. There is room here to support this process with expert feedback to guide both the creative process of the interview, and to help make direct connections between what students had seen in the two teacher videos, and to ask how students could reflect on how they were incorporating these elements into their own video interviews.

5.3 Recommendations

This section provides recommendations at two levels. First specific aspects regarding the use of video in the course, and then some general recommendations (not related to video) regarding the course as a whole.

Recommendations regarding video

- Continue to use the interview format of teachers and students
- Create two types of student videos; first type is spontaneous and raw, second type is scripted and thought out.
- Create some assignments in the course that require students individually to reflect on the teacher interviews, and their own interviews (in the form of a video reflection) and relate these to the course learning goals and assessment.
- Ensure that video content included in the course (e.g., the additional web lectures on religion) are clearly aligned with learning goals and assessment and that they are discussed as part of the course during class to ensure that need to view and know this content in order to pass the course
- Ensure that it is a requirement that all students in a project group work on all three of the videos.
- Include in class a discussion on the richness of the video medium regarding creativity, personal stories and encourage risk taking from students.
- Prepare students for the sometimes emotional nature of the video interviews, and ensure there is a safe space to discuss the content.
- Treat all personal student content with high confidentiality.
- Have video release forms for students to sign in the case that some of the content wants to be shared outside the course.
- Provide a menu of options for classes on how to make and edit videos based on the individual needs of students.
- Provide students feedback (from each other) and from experts, on the content of their video interviews.
- Ensure this feedback on each other's videos comes earlier in the course to allow for improvement and reflection in a structured format such as intervision.
- Emphasise the importance of future teachers being confident in the use of recording, editing and sharing video content.
- The model can be used in order to make additional recommendations regarding exactly how the learning process can be fine-tuned. This will enable that the right kind of feedback is 'scripted' into the course at a cognitive and social level.

General recommendations

- Provide additional support with how to make, edit and print the E-zines.
- Find way to spread the work load of editing e-zine.
- Make it necessary to deliver a draft e-zine earlier, and get feedback from another project group.
- Continue to share personal stories of the lecturers to encourage 'visible learning'.
- Continue to include the visits to the Synagogue, Church and Mosque and which were considered highlights
- Include information and discussions of other religions outside the main three addressed
- Have some sessions on how the student teachers can deal with difficult topical discussions in class (role play).
- Get the interaction between groups (that happened on the final day of the course) earlier into the programme.
- Have a discussion during the course of the different roles taking place (e.g., the students on the course are students, but also teachers of the future, and practicing student teachers). This topic provides the opportunity for critical self-reflection at several levels.
- Quantify learning activities and make sure that the hours spent by students on the module correspond with the study load.

5.4 Critical Reflection

When critically reflecting on the research the following points can be identified:

In the survey, students indicated which videos they watched. But their reported viewing figures did not seem to match with the number of video views (for the religion based web lectures). To get a better overview, the log files of videos could be viewed to see which students watched which videos.

The course included several elements (Video, E-zine, team teaching, feedback) and it is difficult to separate out each element from the integrated whole. As such, it was decided in this report to describe the various elements when it seemed relevant, or when students drew specific attention to this. This means the report does not focus exclusively on the video elements, but presents them within an integrated whole.

As evaluation research, the course was already designed and planned, and the research examines what happened. One approach in the future could be design based research which leads to a careful building and testing of a prototype. Efforts were made to remain neutral and unbiased while collecting data and also protecting the confidential nature of the data collected. Permission has been granted to share any of the student or teacher videos linked in this report. It is hoped that this report will provide support for future developments on the programme. Our thanks to all those who participated on the course and who contributed to this report.

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Appendix 1 – Summaries of interviews

Summary of interviews with students

Date: June 21st, 2017
 Time: 14.00-15.00
 Location: Inholland, Amstelveen
 Participants: 6 students (one from each of the six project groups)
 Interviewers: 2 TLT interviewers

In order to interpret the survey data (that had been collected from the students earlier in the day) one student from each of the six project groups joined a group interview to provide this additional information. The group interview lasted about one hour, was conducted in Dutch and transcribed and summarised in English. A member check was requested to ensure that the summary correctly captured the main points discussed and the tone of the discussion.

The summary below primarily focuses on the use and role of video within the course. General comments and observations that were discussed in the group interview were forwarded to the course lecturers (but have not been included in this summary).

Which role were the participants during the minor: student, trainee teacher, or both?

The students following the minor are studying to be teachers. Participants were asked whether they viewed their learning process on the minor as students, (trainee) teachers, or a combination of both roles. Since certain tasks on the minor required an interview to be conducted which specifically focused on the interviewee's vision as a teacher. In this case the role of (future) teacher was dominant. However, in general participants felt that the course was followed and experienced from the role of student. One participant explained how during the minor, they became much more aware of their role as a teacher and thought about and reflected on this while they were giving lessons. The minor was set up with certain assessments and tasks, and these encouraged thinking from the perspective of a student. In addition, some participants viewed their role from a more journalist perspective. There were not many tasks that asked participants to engage from their role as a teacher (in training) interacting with their students.

How did the various video formats contribute to the minor?

One survey question asked to what extent the various video formats on the minor contributed to reaching the course goals. Participants said they missed a direct link between some of the web lectures (e.g. on Judaism, Christianity and Islam) and the course content. This information would allow them to go more in depth but in the course structure it remained separate from the learning tasks without a connection. The content helped did help one participant, but could have helped more if it was more connected. The web lectures were offered as information outside of the face to face lectures that could support the learning process. This is an additional way of offering information and was seen as an extra. Participants were 'glad to know it was there' but did not make much use of it since it was not clear what the (intended) connection was and it was not required to view this content. Since minimal focus was placed on this additional content by the course lecturers it did not have a clear integration into the course. The information in the web lectures was not needed in order to complete the course tasks.

One student found the web lectures by chance when exploring Blackboard. In one class, a specific web lecture was mentioned at the beginning and students were told to watch the film (how to put a video on YouTube). There was one lesson where this content was covered so if that class was missed, or you did not understand it, it could be watched again. One video (The story of Esther) was viewed in the class and most students were present to view this.

How did the two video interviews with experts help you?

Two sample interviews were provided (live in class and available to view on line). Students indicated these interviews helped them by demonstrating two different examples of interviewing. The manner of asking questions presented by the experts was very good, examples of how to ask further questions at a deeper level and providing structure to the interviews. It became clear that when conducting an interview, it is not always necessary to ask lots of questions. Sometimes one or two is sufficient and then the respondent should be allowed time to speak. Both expert interviews were good examples of this.

In addition, the content of the two interviews was very personal. Having a practical example of how the interviewer handled each specific interview was helpful. This gave the participants ideas on ways to reach a more personal level with the interview (more listening, rather than asking lots of questions). It was good to be prepared, to have questions in case they were needed, to guide you and you needed main questions.

Both interviews with experts made an impact. The content of it. The experts gave two different approaches to interviewing that were useful examples for students (because they were not the same). Students watched the interview being conducted live in class, then could watch it in on video afterwards. One student missed the class and watched on line. Others watched live and some online again.

In particular, the content of these interviews was useful. What is 'Life Philosophy'? The subject was placed in a much broader context when discussed and presented by the experts. It was not just a discussion between two people with facts and opinions, but a personal story. This showed how to do it. The discussion of Islam and Christianity was made very personal. These video interviews showed interviewing technique and set it in a positive tone.

How did videoing participant interviews help reach the learning goals?

The participants felt that the video interviews they recorded gave more insight into each student's own perspectives. When preparing the questions, and during daily situations. Students gained more insight into their own perspectives. One participant (video) interviewed a friend who was fasting and they explained this. It was a good discussion, a personal story which related to daily life and to school.

Due to a missed lesson, one participant could not attend the class so discussed the assignment by phone with a course lecturer who gave ideas about what you can get out of an interview. How to conduct it in the school setting, to generate discussion and ask the right questions. This gave examples of how the teacher relates their 'Life Philosophy' in the context of their students and classes. This led to reflection on the how this is managed in a classroom setting and how one's 'Life Philosophy' and perspective can impact the role of the teacher in the context of their class.

What is the added value of a video interview (vs. text or audio only)?

You need to see someone, to see how they are reacting, to see what is happening. With a piece of text it is different, perhaps just facts, you only hear the voice. With video, you see the face, the body language, whether they are open, or if someone opens themselves up in public you can tell if they are holding back. You sense whether the whole story is being told, or not. There is an extra dimension in a video interview and in the subject of 'Life Philosophy', you think more about it and the personal story behind it. Video has a very important function. You see what they say, the emotions. Particularly with the subject of 'Life Philosophy'. It is more personal and you see the whole image. For a subject like economics, an in depth written article would be just facts. But in this context the use of video is 'powerful'.

With the video interviews the students made, there is a more immediate 'first reaction'. If you were to email someone questions, you would get answers back, but that person would have time to think about how to answer. But in an impromptu video interview, the primary reaction can be captured which makes it more immediate. Otherwise it takes time. The video image says more. It connects more with the life experience of the person as you see their primary reaction instead of an audio recording.

Some of the participants stated they had a preference for learning textually or visually. In a written interview they would expect more facts. Whereas when you watch a video interview, you see it, feel it. The non-verbal communication is so important, it says more than words.

For this assignment and subject, video in this sort of setting adds more. The non-verbal communication says more than just the words. The assignment to make an E-zine includes not only text, but images. The video interviews add variety amongst the written articles.

In several of the video interviews, those being interviewed started crying. Good questions had been asked. In a video, through the communication, you immediately see how someone reacts. In addition, when these recordings were viewed later, some of those viewing them also began to cry. In a written text, it is less likely this would

happen, you won't have the same release of emotions. Crying is a beautiful emotion. The emotions expressed and experienced were stronger through the video.

Video has certain characteristics. The First reactions appear to be more easily accessible than when written. The images are strong and connect to the live experience. The video adds something here, the non-verbal expression is more visible and it provides variety of format in the end product. It also makes it more exciting for interviewer and interviewee. Participants stated that after the first few minutes, they often lost track of the camera that was filming them.

Participants practiced the interview techniques as part of the first assignment. Some of these interviews were very personal due to the subject matter and the face to face format. Several of these 'practice' interviews ended up being used in the final product of the E-zine since they were of good quality, particularly the content. Due to the unplanned and unscripted nature of the initial interviews, the results had an immediate and raw quality. If they had been re-recorded, participants felt they would have been less genuine second time round. One group thought their video of 8 minutes was too short, but doing it again would not be the same so they kept it.

E-Zine and editorial, production and technical issues

Participants commented that the format of creating the E-zine put a lot of additional work onto one group member who had the editing task. This made it difficult to contribute to the editing process as a group. Whoever had the final editing responsibility had a lot of additional work. Only one person could access the E-zine due to there being only one log-in (via Facebook). The knowledge gained through the E-zine process was positive. Participants gained a lot of insight into the other people in the team. Although the total time invested in the minor was not too great, participants felt that they got a lot out of the course. There was a lot of impact regarding the subject of 'Life Philosophy'. In addition, the format of the E-zine and the videos gave room for creativity which was appreciated. There is freedom to do a lot of video editing and adding many layers, or to do it at a simple level.

Several participants felt that the class about how you make and edit a video contained information they already knew from earlier studies. Participants would have liked a class on how to make an E-zine. In addition, it would be good to start the final compilation process earlier (some were working on it up until the last minute!). The editing role was a lot of work. Some had this skill, so were allocated this task.

Suggestions for improvement

Several aspects were discussed that could improve the course next time it is run. There was room to have more (structured) contact between the groups. Most participants selected their own group and stayed in their group throughout the course. Perhaps an '*Intervision*' session could be set up between groups. This was not actively stimulated by the course. All learning tasks and feedback and practice were done in their own group. However, on the final course day, there was lots of good interaction. It would be good to establish structured feedback moments between different groups.

Participants felt that current and relevant themes could have been discussed as part of the course (e.g., female police agents wearing head-scarves, or *Zwarte Piet*, or discussion about specific religions). In particular, practice, tips and ideas on how (prospective) teachers should hold and manage these types of difficult discussion in their classroom would be valuable. This content could be linked back to actual lessons in the classrooms that participants are teaching in. These sessions could be videoed. The content of the minor could be linked back into the daily teaching practice, and these subjects could be discussed with their own students. A project group could go to a class of one of their group members, and bring these contemporary and topical subjects into the discussion, which would be outside the comfort zone. This could be filmed and done with the project group from the minor going to the school and making an additional assignment out of it.

Summary of Interview with – teachers and technician

Date: June 21st, 2017
 Time: 15.30-16.00
 Location: Inholland, Amstelveen

Participants: Teacher 1, teacher 2, teacher 3 and 4, Technician 1
Interviewers: 2 TLT interviewers

After the group interview with students, an interview was held with the three course lecturers and the technical support. This was to check on a couple of questions that needed clarification from the survey, and from the student interview.

It was confirmed that not each students made three video interviews, but that at least three video interviews were made per E-zine team. A couple of the interviews used in the final E-zines were those made from the practice interviews. This was because the students felt they were good interviews, with an immediacy and unplanned directness. Students chose to include these because they felt that recording them again, they might miss the spontaneous and raw quality which gave the interview its character. The videos often contained very personal material and the nature of confidentiality, privacy and sharing of this content was discussed. No formal process had been agreed or discussed regarding sharing this content as part of good practices (inside and outside Inholland?). It was agreed to check this with the students directly. The technician who had recorded student interactions earlier in the day, as impressions of the final day, agreed to check with the students regarding what could be shared. Currently, content was only available on a 'hidden' YouTube link. To be shared within (or outside Inholland) permission would need to be given by the students.

It was agreed that it would be good to be able to share a selection of the E-zines with a broader public once appropriate permissions had been established. Since the group considered there were some very good examples, it would be a shame if these finished products were only visible within the course. Sharing within Inholland has to be considered carefully because it is a relatively large community, even though if shared within Inholland, the videos would be within a relatively protected zone. The next level would be if the content was shared via the Teaching, Learning and Technology web site, or external blogs, in which case the content would be fully open.

It would be valuable in the final research report to be able to include links to a couple of the E-zines as examples, to see the final student product. Students would be asked during the final assessment process by the teachers.

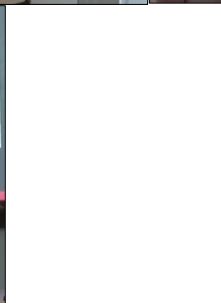
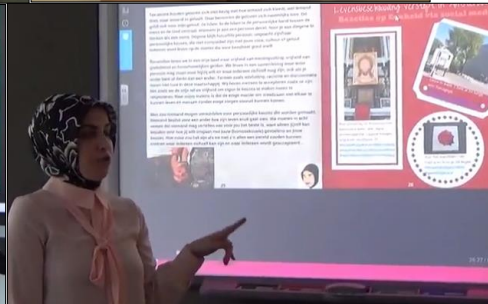
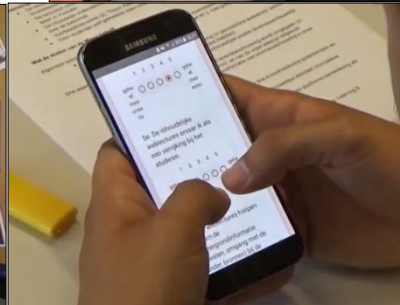
In addition, the text from the two teacher (sample) interviews will be published in a trade journal as an example of experts discussing this subject. In the group interview, students were asked whether the supporting web lectures on Judaism, Christianity and Islam had helped them on the minor but had indicated there was limited connection to the course and this was option. There was a discussion on how the content of the web lectures could have more impact by making links between the course and assignments. Currently, the structure was too loose and there was limited connection with the course. Some students were positive about the content but it appeared that only a few had actually watched them which was a shame. This could be improved by constructive alignment. There is also a difference between videos you watch and those that you make yourself. It is more difficult to make your own which results in a higher level of difficulty (more complex learning task) with a greater potential learning impact. For the teachers who had recorded the supporting videos, having invested time in recording them, you want them to be watched. As a general score, more than 50% of the students gave the grade an 8 or higher.

Appendix 2 - Video examples

Video 1 Teacher 2 interviews teacher 4 (29:02) - April, 2017, Amstelveen

Video 2: Teacher 4 interviews Teacher 2 (16:27) - April, 2017, Amstelveen

Video 3: Summary overview of the final day of the course, 21st June, 2017 (Amstelveen) (18:57)



Appendix 3 - E-Zine 1



Appendix 4 - Inventory of videos on course Levensbeschouwing

#	URL (*)	Translatio n	Date made	Length	Created by	Location	Content	Presenters	Type	Notes	Total views to date (07/17)
1	Begrippen levensbeschouwing	Introduction to key terminology of outlook on life/world view	12-4-2017	31:34:00	Technician (recording in class)	Classroom (Inholland Amstelveen)	Introduction to terms of creating a life vision. Key concepts and ideas for the course.	T.G.	Live Lecture Capture	With questions at end and some interaction.	19
2	Effectief feedback geven	Explanation of giving feedback	19-1-2017	01:19	MyMediasite	Diemen Lync Room	Overview of key points when giving feedback	J.B. (TLT)	Web lecture		203
3	Jodendom: de ander in beeld	Intro to Judaism	4-8-2013	15:55	In studio (Inholland support)	Inholland	Introduction the Jewish religion	Teacher 3	Web lecture	(i start at slide 14)	73
4	Jodendom: bronnen	Judaism - sources	4-8-2013	08:52	In studio (Inholland support)	Inholland	Background information on sources	Teacher 3	Web lecture		52
5	Jodendom: mensbeeld	Judaism - info	4-3-2013	10:15	In studio (Inholland support)	Inholland	Judaism's view on mankind	Teacher 3	Web lecture		24
6	Christendom: bronnen	Introduction to Christianity and key sources	4-2-2013	11:23	In studio (Inholland support)	Inholland	Intro to sources of Christianity	Teacher 3	Web lecture		31
7	Christendom: ethiek	Ethics in Christianity	5-7-2013	16:53	In studio (Inholland support)	Inholland		G.	Web lecture		30
8	Christendom: feesten	Christian feasts	5-7-2013	19:02	In studio (Inholland support)	Inholland	Intro to key dates in Christian calendar	G. s	Web lecture		19
9	Veilig Video Delen in YouTube	Sharing videos safely	11/26/13	21:46	In studio (Inholland support)	Inholland	Technical information and advice how to share videos	Technician	Web lecture		82
10	Verhaal over Esther	Personal story from one lady about her beliefs and values	-	-	-	-	Personal story examining place of religion	-	External video YouTube	Shown in class	-
11	(not publicly available)	Sample interview - Teacher 4 interviews Teacher 2	19-4-2017	16:28	Technician (recording in class)	Classroom Inholland, Amstelveen, with students watching	Lecturer Teacher 2 shares personal view on life	Teacher 2 & Teacher 4	Live Lecture Capture	Personal story, recorded live in class.	13

12	(not publicly available)	Sample interview - Teacher 2 interviews Teacher 4	3-5-2017	29:02	Technician (recording in class)	Classroom Inholland, Amstelveen, with students watching	Lecturer Teacher 4 shares personal view on life	Teacher 2 & Teacher 4	Live Lecture Capture	Personal story, recorded live in class.	23
13	(not publicly available)	Compilation of final day, course wrap up, and student presentations.	21-6-2017	18:57	Technician (recording in class)	Amstelveen classrooms	Compilation of final day, course wrap up, and student presentations.	Course lecturers and students	Live Lecture Capture	Impression	30
14	(not publicly available)	Final group evaluation with students and lecturers	21-6-2017	25:33:00	Technician (recording in class)	Classroom Inholland, Amstelveen, with students watching	Recording of final session		Live Lecture Capture		-
15	(not publicly available)	Interview 1 (2 students)	20-6-2017	09:37	Student generated	Outside Inholland building			Student interview	E-Zine 1	9
16	(not publicly available)	Interview 1 (2 students)	20-6-2017	11:20	Student generated	In park			Student interview	E-Zine 2	4
17	(not publicly available)	Interview, student and adult	20-6-2017	15:23	Student generated	In house			Student interview	E-Zine 3	6
18	(not publicly available)	Interview two students		08:34	Student generated				Student interview	E-Zine 4	10
19	(not publicly available)				Student generated				Student interview	E-Zine 5	12
20	(not publicly available)				Student generated				Student interview	E-Zine 6	3

(*) Not all links are publicly open and some are password protected within the Inholland archive.

Appendix 5 - Survey questions and protocol

Evaluatie minor Levensbeschouwing

Beste student,

In de afgelopen periode heb je de minor Levensbeschouwing gevolgd in Amstelveen waarin de inzet van verschillende 'soorten' video een rol speelde. We willen graag weten hoe je dat hebt ervaren en of je suggesties hebt voor verbetering van de aanpak. We waarderen het daarom zeer als je deze vragenlijst invult met een aantal stellingen en enkele open vragen. Kies bij de stellingen steeds de optie die het dichtst ligt bij je mening daarover: geheel mee oneens – enigszins mee oneens – niet oneens/ niet eens - enigszins mee eens - geheel mee eens. Het invullen kost je ongeveer 10 minuten. Alle gegevens worden uiteraard vertrouwelijk behandeld. Hartelijk dank alvast voor je medewerking.

Het docententeam van Levensbeschouwing en het onderzoeksteam Teaching, Learning & Technology.

Wat de terminologie betreft:

- De inhoudelijke weblectures (6): de 'video's' met een PowerPoint: Begrippen levensbeschouwing, Jodendom (3) en Christendom (3).
- De technisch ondersteunende video's (2): Effectief feedback geven, Veilig video delen in Youtube. - De inhoudelijk ondersteunende video's (2): Verhaal over Esther, Visionaire denkers over de toekomst.
- Voorbeeldinterviews (2): Teacher 2/ Teacher 4 en Teacher 4/Teacher 2
- Door studenten zelf gemaakte video-interviews voor de eZine

Wat de doelen van de Minor betreft:

Algemeen leerdoel:

De studenten maken kennis met de betekenis van levensbeschouwing in de drie contexten van 1. persoonlijk leven, 2. godsdienstige en 3. niet-godsdienstige tradities en school.

Drie aspecten staan centraal:

1. *Inzicht* in het vóórkomen van levensbeschouwing (in persoonlijke leefwereld, school en binnen verbanden van levensbeschouwelijke tradities);
2. *Communiceren* over persoonlijke levensbeschouwelijke positie (levensbeschouwelijk geletterdheid).
3. *Waarderen* van eigen manier waarop met levensbeschouwing wordt omgegaan (in context persoonlijk leven en werk op school, en van de wijze waarop religieuze uitingsvormen zich verhouden tot de transformatie van levensbeschouwing in onze samenleving).

De inhoud is gericht op:

- het verkrijgen van kennis van en inzicht in de drie monotheïstische godsdiensten en van levensbeschouwelijke stromingen;
- het verhelderen van de persoonlijke levensbeschouwelijke identiteit (normatieve professional);
- het toerusten d.m.v. inzichten en vaardigheden om in de pluriforme samenleving als normatieve professional te kunnen functioneren.

A. Algemeen

1. Ik volg binnen Inholland de volgende opleiding op de volgende locatie: *

2. Binnen de minor word ik (met mijn eZine groepje) begeleid door docent: - J. - Teacher 2- N. *

Kiezen

(Docent 1)

(Docent 2)

(Docent 3)

3. Aan hoeveel bijeenkomsten (woensdagen in Amstelveen) heb je deelgenomen?- geen – enkele- de meeste - alle *

geen
enkele
de meeste
alle
gekeken en waar?

4.a Welke van de inhoudelijke weblectures (6) heb je bekeken? *

geen
enkele
de meeste
alle

4b. De inhoudelijke weblectures vond ik goed van lengte. *

geheel mee - oneens (1-5)

B. Video's bekeken en waar?

5a. De manier waarop ik werd aangesproken in de weblectures vond ik prettig. *

geheel mee - oneens (1-5)

5b. Ik vond de weblectures niet saai om te bekijken. *

geheel mee - oneens (1-5)

5c. De inhoudelijke weblectures ervaar ik als een verrijking bij het studeren.

geheel mee - oneens (1-5)

5d. De weblectures hielpen mij om de achtergrondinformatie (feesten, omgang met de ander, bronnen) bij de godsdiensten beter te begrijpen. *

geheel mee - oneens (1-5)

5e. In de bijeenkomsten is verwezen of teruggekoppeld naar de bekeken inhoudelijke weblectures. *

geheel mee - oneens (1-5)

5f. Welke opmerkingen of suggesties heb je voor de aansluiting tussen de inhoudelijke weblectures en de bijeenkomsten. ***6. Welke van de technisch ondersteunende video's (2) heb je bekeken? ***

Effectief feedback geven
Veilig video delen in YouTube
Niet bekeken

7. Welke van de inhoudelijk ondersteunende video's (2) heb je bekeken? *

Visionaire denkers over de toekomst
Verhaal over Esther.
Niet bekeken

8. Welke van de voorbeeldinterviews (2) heb je nog een keer zelfstandig bekeken? *

Docent 2 interviewt Docent 4
Docent 4 interviewt Docent 2
Niet opnieuw bekeken

9. Waar heb je de voorbeeldinterviews bekeken? *

online buiten de bijeenkomsten
tijdens de bijeenkomst in Amstelveen
niet bekeken

10. Er zijn drie eigen gemaakte video's ingeleverd. Aan hoeveel daarvan heb jij actief meegeholpen? *

1, 2, 3 of Geen
Indien je koos voor 1, 2 of 3, licht toe: op welke manier?

11. Welke onderdelen van de minor hebben jou in het bijzonder geholpen bij de vervaardiging van de eigen gemaakte video? Licht je antwoord toe ! ***C. Impact video's**

12. De inhoudelijke weblectures hebben mij geholpen bij het bereiken van de doelen van de minor. *
geheel mee - oneens (1-5)**13. De voorbeeldinterviews op video van Teacher 2/Teacher 4 hebben mij geholpen bij het bereiken van de doelen van de minor. ***
geheel mee - oneens (1-5)**14. De zelfgemaakte video-interviews hebben mij geholpen bij het bereiken van de doelen van de minor. ***
geheel mee - oneens (1-5)**15. De voorbeeldinterviews op video van Teacher 2/Teacher 4 hebben mij geholpen bij het zelf maken van het persoonlijke video-interview. ***
geheel mee - oneens (1-5)**16. Heb je ook video's van andere studenten bekeken voordat ze in de eZines werden geplaatst? ***

Ja, een enkele
Ja, de meeste
Ja, alle
Nee, geen

17. Wat vond je de sterke punten (de kracht) van de inzet van video binnen deze minor? Licht toe! ***18. Wat vond je minder sterke punten (de zwakte) van de inzet van video binnen deze minor? Licht toe! *****19. Welke van alle leeractiviteiten tijdens de minor hebben je het meest geholpen bij het maken van de eZine? *****20. Algemeen: Wat geef je voor waardering (rapportcijfer) voor de gehele uitgevoerde minor ***
1 (laag) - 10 (hoog)**21. Wat heeft het meeste indruk gemaakt tijdens deze minor? Leg uit waarom dat zo is. *****22. Wat hebben we niet gevraagd, maar wil je nog graag kwijt over deze minor?**

Appendix 6: Recommendations applied for next iteration

As a result of the recommendations made in this report, the following adjustments have been made for the next course iteration (April – June 2018)

Recommendations regarding video	Implemented? (Yes, No, Partial)	Notes/comments
Continue to use the interview format of teachers and students	yes	
Create two types of student videos; first type is spontaneous and raw, second type is scripted and thought out.	yes	as part of pre-production ect.
Create some assignments in the course that require students individually to reflect on the teacher interviews, and their own interviews (in the form of a video reflection) and relate these to the course learning goals and assessment.	yes	as spoken: we could it: to explicate
Ensure that video content included in the course (e.g., the additional web lectures on religion) are clearly aligned with learning goals and assessment and that they are discussed as part of the course during class to ensure that need to view and know this content in order to pass the course	yes	in fact we skipped some material
Ensure that it is a requirement that all students in a project group work on all three of the videos.	no	each student part of one of the interviews
Include in class a discussion on the richness of the video medium regarding creativity, personal stories and encourage risk taking from students.	yes	see new element: afsluiting / presentatie
Prepare students for the sometimes emotional nature of the video interviews, and ensure there is a safe space to discuss the content.	?	not yet, Thom and I have to talk this through
Treat all personal student content with high confidentiality.	yes	as we did last year
Have video release forms for students to sign in the case that some of the content wants to be shared outside the course.	?	not yet discussed
Provide a menu of options for classes on how to make and edit videos based on the individual needs of students.	yes	
Provide students feedback (from each other) and from experts, on the content of their video interviews.	yes	
Ensure this feedback on each other's videos comes earlier in the course to allow for improvement and reflection in a structured format such as intervission.	yes	as part of 'afsluiting'
Emphasise the importance of future teachers being confident in the use of recording, editing and sharing video content.	yes	as we did last year
The model can be used in order to make additional recommendations regarding exactly how the learning process can be fine-tuned. This will enable that the right kind of feedback is 'scripted' into the course at a cognitive and social level.	?	not yet fine tuned