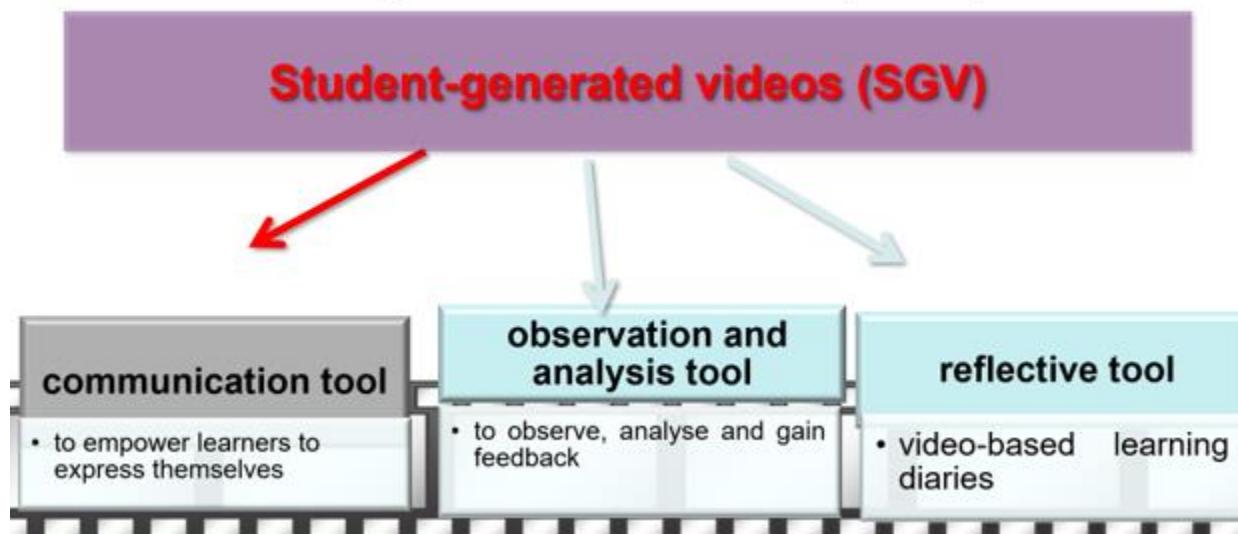


Lights, Camera, Action: Inspire! The Power of Student-Generated Videos in EFL



What is your main purpose for using student-generated videos (SGV)?



Why should we implement student-produced video projects?

Well-designed learner-generated digital video tasks provide a **personalized, content-rich and "authentic learning" experience** (Kearney & Shuck 2006). Additionally, they **support autonomy, enhance language skills and self-reflection** while triggering **impressive levels of engagement** (Kearney 2011).

How can we implement student-produced videos? Literature review. Pedagogical frameworks/ models for student-generated videos.

An insight into the ample literature on digital video in education reveals that the existing frameworks are primarily for higher education or expert-generated videos.

Currently, video-based assignments exploiting student-produced content are not systematically integrated into the primary and secondary EFL classroom routine. Research in the field is still in

"embryonic stages" (Reyna et al. 2019). Subsequently, frameworks for classroom use are rare, too technical, and provide low pedagogical value.

As always, the best way to start is to have a clear perspective. To clarify, we need to start by understanding the main components of the digital media literacy framework.



Source: Adapted from Reyna, J., Hanham, J., & Meier, P. C. (2018). *A framework for digital media literacies for teaching and learning in higher education*.

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Key elements and a checklist when using student-produced video projects.

Research studies (Kearney& Shuck 2005) reveal that it is important to take into consideration the following elements when designing video assignments that exploit the pedagogical value of student-generated videos (SGV):

- First, decide the **TYPE of video task** (You can design some activities to help students become familiar with the generic features of different video genres: vlog, guided tour, walkthrough, how-to video tutorials, etc.).
- **TYPE OF INTERACTION** (individual or group - collaborative assignment).
- **THE PURPOSE** of student-produced videos.
- **DIGITAL MEDIA training** (You must consider issues such as ethics, intellectual property, and copyright issues. It is essential to ensure that students become aware of their importance when designing their digital projects.)
- **LEARNING OUTCOMES**
- **PROJECT STAGES**
- **STUDENTS' ROLE AND TYPES OF INTERACTION**
- **"PEER MENTORS" STRUCTURE**

I usually use the "expert system" or "role rotation system" suggested by Kearney and Shuck (2005). Thus, I gave my students the freedom to choose the area they wished to contribute. For example, they could take responsibilities for different jobs ranging from **research for the storyboard, scriptwriting, acting, directing, or editing the video**. Thus, they felt empowered as they shared their knowledge and showcased their skills from the position of a mentor for their peers.

- **PROVIDING MODELS AND SUPPORT**

- **TEACHER'S ROLES AND STRATEGIES**
- **REFLECTION** (Allow your students to reflect on their learning experience by implementing self-assessment rubrics and peer-review tools!)
- **DISSEMINATION AND FOLLOW-UP** (You can use various secure platforms such as Google Classroom, Flipgrid, Seesaw)

It is important not to neglect the last stage. Make sure that students' videos reach a 'real' audience. This implies finding innovative ways for students to "celebrate" their creative efforts and their final products. For example, I organized *Lights, Camera, Action: Inspire! The English Video Festival* with raise-awareness videos on current local and global issues.

Models of good practice for Student-Produced Videos. Examples of video tasks and activities.

Making videos empowers students to show evidence of their learning in a fun and engaging way. So, here are some creative video assignments that my students loved.

1. How to video tutorials or Experts on a topic.

Video tutorials are definitely a great way to show a deep understanding of a skill or a concept. For example, they can show anything from how to make slime to their favourite recipes. More than that, they can explore varied topics ranging from what a black hole is to explaining Minecraft.

2. Make a book trailer (What other better way to motivate your students to read?)

3. Make an infomercial

Challenge your students to promote a new concept/ topic they learned as a commercial. They need to be persuasive and use their creativity to convince their audience to "buy" their product. For instance, they can promote **The Present Simple Cake** or a scrumptious **Salad of Adjectives!**

4. Show your favourite experiment or create a docu-video to explain something!

• Recommended steps:

1. **Documentation stage:** mastering the topic chosen for the tutorial (For example, shadowing other science videos, collecting information, among other tasks);
2. **Scriptwriting stage:** creating the storyboard (You can use mind-maps to facilitate scriptwriting, adding props, etc.);
3. **Production stage** (Above all, this stage refers to exploiting audio-recording, voice recording, video editing apps and tools);

Linguistic competences:

- explaining and using descriptive language
- science-related vocabulary.
- **Technology:**
- any video editing software: FilmoraGo, Power Director, VivaVideo etc.

5. Video-based learning diary (reflective video). Video task: Explaining the pandemic to my younger self

Instructions:

Imagine you could talk to your younger self...with YOU before the pandemic. What are the three most important lessons/ pieces of advice you would give to your younger self?

Guiding questions:

How have you felt during this pandemic?

What do you miss the most?

What is something that you would like to do again which you haven't been able to do so because of the pandemic?

What is your message for those feeling alone? What is one important lesson you have learned during the pandemic?

6. Fluency challenge (video challenge).

This activity is adapted from Seesaw platform:

- Tongue twister fluency reading challenge
- Growth mindset poem – fluency reading

Your task is to record yourself reading a challenging tongue twister to test your fluency when reading! This is fun and also helps you improve your pronunciation and intonation!

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Challenge 2! Advice video

ADVICE VIDEO

Explaining the pandemic to my younger self

Instructions:

Imagine you could talk to your younger self...with YOU before the pandemic. What are the three most important lessons/ pieces of advice you would give to your younger self?

Guiding questions:

How have you felt during this pandemic?

What do you miss the most?

What is something that you would like to do again which you haven't been able to do so because of the pandemic?

What is your message for those feeling alone?

What message would you give to other children your age to encourage them to feel better? What is one important lesson you have learned during the pandemic?

Good luck and lots of creative energy!

Make sure to use the **VIDEO CHECKLIST** to ensure your video meets the standards!

VIDEO CHECKLIST

Student Name: _____
Video Name: _____
Video Date: _____

Must check before uploading your video:

Video Copyright
The music and videos I have used come from my personal archive OR they are images from a free website or my own original creation. <https://creativecommons.org/>
I've used my own original writing and as professional advice there is no copyright.
Top: The same principle applies to music and sounds. Don't use any song just because it's free. If you want to use a song, make sure it's a copyright-free music. One of the best sources for royalty-free music is the YouTube Audio Library.

Captions
I have added the captions of the video correctly!
Once you have uploaded your video, go to "Create Captions" which you find below your video and edit the captions accordingly.

Creativity
I have used my creativity to convey the message in the video (use of props, gifts, environments, video transitions, etc.)

Appropriate Appearance
I have appeared in the video.

Organizational Storyboard Templates
I have used storyboard templates to help me organize my video and structure your video better!

View

To sum up, video projects can spark students' interest in the subject content, and further, enhance not only their digital media skills but also develop essential life skills while working creatively and collaboratively during an authentic and engaging task.

Will you challenge your students to be in the director's seat and create inspirational video projects?

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You can find free and easy to use tools, video-editing apps for kids:

<https://www.educationalappstore.com/best-apps/5-best-apps-for-video-editing>