VIDEO ASSIGNMENT AS PROJECT-BASED LEARNING IMPLEMENTATION: STUDENTS' EXPERIENCES

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ABSTRACT

This study aims to describe students' experiences with video-based assignments. The researchers were interested in determining how and what students thought about the video- format assignment that was assigned to them. Specifically, the objectives of this study are: 1) to categorize the types of video assignments that are commonly assigned to students by lecturers; 2) to examine the perspectives of students about the types of video assignments; and 3) to identify the primary challenges and difficulties that students frequently encounter during the production process of these video assignments. To achieve this objective, the researchers employed two data collection techniques: online surveys and interviews. More than 100 students completed the online survey using a Google Form. Subsequently, the researchers proceeded to conduct interviews with a selection of respondents derived from the summary of questionnaire respondents. The findings of this study indicated that the video assignments are mostly an individual work. Students do not perceive this type of activity as burdensome, provided that not all courses require assignments in the same format, specifically video format. The authors further elucidated that the primary challenges encountered in the production of video assignments pertain to the preparation of materials and the subsequent editing process. In short, these findings are expected to serve as the predominant determinant for implementing video assignments among students in the foreseeable future, enabling them to successfully and optimally complete such projects.

Keywords: *Students' Experience, Project-Based Learning, Video Assignment*

INTRODUCTION

Project-Based Learning (PBL) encompasses several key attributes that are seen suitable and advantageous for instructional and educational purposes (Pham & Duc Thuan, 2018). These attributes include cooperative learning, student-centeredness, fostering lifelong learning, promoting independent learning, enhancing motivation, cultivating independence, and fostering creativity. The research conducted by the author demonstrates that the implementation of Problem- Based Learning (PBL) elicits a positive response from students, particularly in relation to their preference for project-based assignments. During the interview's concluding phase, the interviewee underscored that engaging in the project supported the development of their independence.

Furthermore, numerous researches have been undertaken on Problem-Based Learning (PBL) in other nations, including Russia and Spain. In Russia, the study was to evaluate the effectiveness of integrating project-based approaches into the teaching of English for Specific Purposes (ESP) at the Polytechnic University (Bolsunovskaya et al., 2015). Another study was also undertaken in Spain to investigate the viewpoints of educators from various schools in the country regarding Project-Based Learning (PBL) (Basilotta Gómez-Pablos et al., 2017). The findings indicated that the teachers exhibited a favorable reaction towards problem-based learning (PBL). He placed emphasis on the fact that a significant proportion of educators expressed that the integration of Project-Based Learning (PBL) resulted in heightened levels of student engagement (95%), increased motivation to learn (96%), and facilitated the acquisition of diverse curricular competencies (90%).

Prior studies have also examined the perspectives of both students and teachers about video assignments. A research examined the attitudes of students towards the preparation of a video project at a university in Turkey, revealed that the students held a generally favorable perspective towards their engagement in video-based assignments (Aksel & Gurman-Kahraman, 2014). In addition to assignments, extant literature also examines the utilization of video as a pedagogical tool in the process of learning. Another study investigated the efficacy of incorporating video-based instructional materials inside the educational context showed that the incorporation of classroom video blogs into traditional in-person instruction has the potential to enhance learning outcomes concurrently (Liu, 2016). Furthermore, the utilization of videos facilitated students' ability to identify and comprehend their errors within a secure learning setting (Smallheer et al., 2017). In alternative terms, video serves as a convenient educational medium for students.

Numerous prior studies have also examined the phenomenon of pupils engaging in video-based assignments. A study focused on the analysis of the semantic portrayal inside video productions generated by secondary school students in Hong Kong, as a component of an informal research endeavor (Mui

Winnie, 2010). The findings of the study indicated that both students and faculty members held favorable views towards the implementation of project-based approaches, encompassing both generic project-based methodologies and specific initiatives. The impact of multimodal video feedback on learner engagement was also investigated. It reveals that the instructor employs the use of video as a pedagogical instrument for delivering feedback to pupils (Hung, 2016) .

Even after the end of the pandemic, several educators continue to integrate online platforms into traditional face-to-face instruction and learning, including Google Classroom (GC), Google Form, and YouTube. Teachers or lecturers disseminate course materials, delegate assignments, and provide feedback and evaluation using the online platform known as GC. The assigned tasks encompass a range of activities, including completing questionnaires in Google forms, composing essays or papers, and subsequently submitting the files through Google Classroom, or responding to inquiries inside the Google Classroom platform. Over the course of time, lecturers have adopted the practice of assigning tasks in the format of video as a tangible outcome of Project-Based Learning (PBL) implementation. The utilization of video assignments is regarded as a manifestation of project-based learning outcomes.

The predominant emphasis in the aforementioned research was on the allocation of video projects. Nevertheless, there is a scarcity of research examining the students' experiences in relation to video assignments. It also can be inferred that acquiring knowledge of the students' perspectives on the video assignment holds significance. To date, there is a paucity of research investigating students' perceptions of video assignments. Consequently, the researchers conduct a more comprehensive investigation into students' perspectives of this video project. The researchers also examine the preferences and aversions of students about the various forms of video-based assignments.

The focus of this study is to investigate students' perspectives regarding video-based projects, with the aim of obtaining more comprehensive insights. The study aims to achieve the following specific objectives: The objectives of this study are threefold: firstly, to classify the various types of video assignments frequently

assigned to students by lecturers; secondly, to analyze the viewpoints of students regarding these types of video assignments; and finally, to identify the main obstacles and complexities that students often face during the production phase of these video assignments.

MATERIALS AND METHOD

Respondents

The respondents are students from non-English major enrolled in English course and English for Business courses. The students enrolled in English classes are first-year students. In the English for Business class, students are from the second, third, and even fourth years. The respondents were selected based on the following consideration: 1) They are from non-English major enrolled in the researchers' classes, 2) They actively attend English and English for Business classes led by researchers to make it easier for researchers to collect data, and 3) They are in the first, second, third, and fourth academic years so that researchers can collect a variety of data. More than 100 students have completed the survey for the research. Then, some students have been interviewed to obtain more in-depth and detailed data.

Data Collection

Online survey and interviews were utilized by researchers to collect data. The Google form was utilized to create the online survey. The Google form was distributed to students prior to the end of the semester to make it simpler for researchers to contact them and request their participation in completing the online survey. The topics of the online survey questions include: 1) types of video assignments received and completed over the course of one semester; 2) clarity of instruction descriptions in video assignments; 3) obstacles encountered by students while working on video assignments; and 4) student suggestions and criticisms regarding the video assignment.

After collecting data from the online survey, the researcher selected students willing to participate in an interview at random. Students will be interviewed informally so they can freely convey their opinions on the video

assignment. In other words, the researcher utilizes a semi-structured interview in which he or she can probe deeper into the respondents' responses. The interview topics include: 1) varieties of video-based individual and group assignments, 2) frequency of video- based assignments, 3) the period for creating and collecting video assignments, 4) what types of activities should be recorded and documented on video, and 5) what impediments are commonly encountered when working on and collecting video assignments.

Data Analysis

After obtaining data from online survey and interviews, researchers conducted data analysis. Transcripts of interviews, data reduction, and a conclusion are all components of data analysis. In order to facilitate the process of interpreting research results, interview data were transcribed (transcription). Then, the researcher coded/highlighted which responses were relevant to the research objectives. The Google form can be used to collect the online survey's data. There are some data presented in the form of charts/diagrams and some in the form of brief answers. The data is then grouped into various categories (categorizing) to make it simpler for researchers to describe research results that are consistent with research objectives. The data from the questionnaires and interviews collected are mutually supportive/complimentary.

RESULT AND DISCUSSION

The findings of the present study indicate that the video assignment has contributed to the development of student-centeredness, the fostering of lifelong learning, the promotion of autonomous learning, the augmentation of motivation, the cultivation of independence, and the stimulation of creativity. In other words, the video assignment can serve as an outcome of project-based learning. Project-Based Learning (PBL) is characterized by certain essential qualities, including cooperative learning, student-centeredness, the promotion of lifelong learning, the encouragement of independent learning, the enhancement of motivation, the cultivation of independence, and the encouraging of creativity (Pham & Duc Thuan, 2018). Nevertheless, it is noteworthy that some lecturers continue to assign video-based tasks to students as independent projects. In fact, it is worth

considering that assigning a video assignment to a group can promote cooperative learning. If the activity is presented as an individual assignment, it may potentially weaken students' motivation to complete it.

Types of Video Assignment

The data obtained from an online survey have been shown in Table 1 below. The table 1 illustrates that video assignments are frequently assigned to students in Lecture classes, as opposed to Tutorials and Practicum. The video assignments provided by instructors are exclusively intended for indoor activities. A limited number of students indicated that the video assignment entailed capturing outdoor activities. The predominant language employed for the video project is Indonesian, accounting for 84.1% of the total, while English is utilized for 14% of the work. The completion of video assignments was carried out on an individual basis. The indicated duration of the video is approximately 5 to 10 minutes, accounting for 45.8% of the total, while 2 to 5 minutes represents 38.3%. When engaging in video assignments, students frequently utilize the camera or video function on their smartphones.

Subtitles are not obligatory for students when submitting video assignments. Nevertheless, the students took the initiative to enhance the visual appeal of the video assignment, deviating from the prescribed instructions provided by the lecturer. Following the completion of the video project, students were subsequently instructed to publish that assignment on the Google Classroom platform. Occasionally, individuals may be tasked with the responsibility of simultaneously uploading content on platforms like as YouTube, Google Classroom, and various social media outlets like Instagram.

Table 1. Types of Video Assignment

No	Types of Assignment		Percentage
1	*The lecturers assigned a video assignment when in…*	Lecture Class	57%
		Tutorial Class	6%
		Practicum Class	37%
2	*Mostly, a video assignment is required us to record….*	Outdoor activity	3,8%
		Indoor activity	55,1%
		Both indoor and outdoor	41,1%
3	*During a video recording, we use…*	Indonesian	84,1%
		English	14%
		Indonesian and English	1,9%
4	*Usually, we are assigned to do a video project…..*	As an individual task	88,8%
		As a pair task	0,9%
		As a group task	10,3%
5	*The duration of 1 video assignment is around….*	2-5 minutes	38,3%
		5-10 minutes	45,8%
		10-15 minutes	9,3%
		>15 minutes	6,6%
6	*We use….. for recording*	Smartphone camera	62,6%
		Zoom recording	15%
		Google meet recording	15%
		Others	7,4%
7	*The additional features that must be inserted in a video …..*	Subtitle	14%
		No subtitle	86%
8	*Editing process is….*	Students' preference	86%
		As part of instruction	14%
9	*We should submit our video assignment in….*	Google Classroom	47,2%
		YouTube	27,4%
		Instagram	10,4%
		Email	15%

Students' Perception

During the interview procedure, the researchers encountered intriguing opinions. Based on the students' perspective in table 2 below, they express a lack of objection towards the inclusion of a single video-based assignment per semester for each course. However, many expressed their objection to the practice of assigning video tasks multiple times within a single semester. Based on the feedback provided by students, there was a significant level of objection towards

the practice of assigning video-based assignments once per week for the duration of a whole semester in each subject. According to student, there is a mixed response about the acceptability of video assignments as an alternative to traditional mid-term or final exams.

Table 2. Students' Perception on Video Assignment

Students' Opinion	Percentage (%)				
	Not objected	Fairly objected	Objected	Strongly objected	Total
If once per semester, each course assign video-based assignments.	47,7%	33,6%	12,1%	6,6%	100%
If more than once per semester, each course assign video-based assignments.	6,5%	34,6%	41,1%	17,8%	100%
If every week per semester, each course assign video-based assignments	1,8%	13,1%	29%	56,1%	100%
If each course offers video assignments as a replacement for UTS and UAS	37,4%	39,3%	15,9%	7,5%	100%

Moreover, the figure 1 presented below illustrates the preference of students when it comes to the completion of a video project. In general, students express a preference for engaging in video assignments as part of a group, as opposed to working in pairs or individually. They express a willingness to receive assignments in the format of videos, which can be completed collaboratively by multiple persons.

Figure 1. Students' Preference in Completing Video Assignment
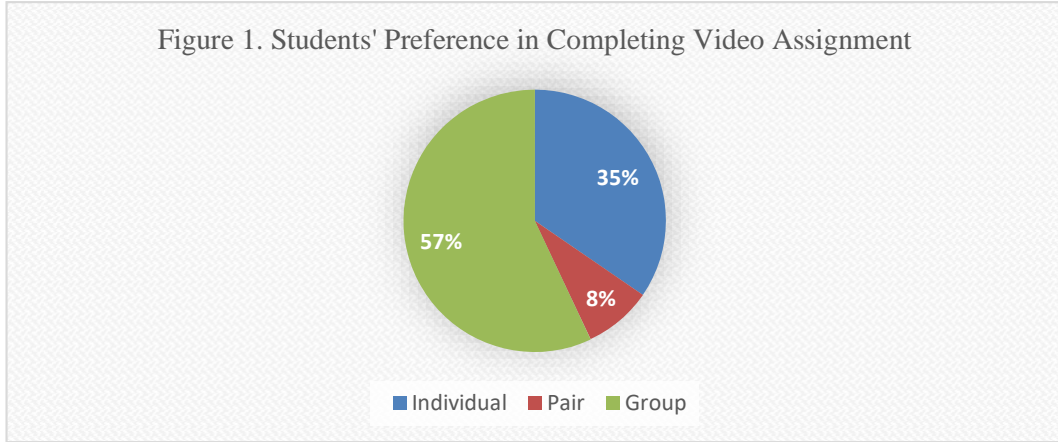
Challenges in Video Assignment Completion

Figure 2 below portrayed the obstacles faced by students during making a video assignment. When engaging with video projects, the primary challenges encountered revolved on the many stages of the production process, including capturing visual content, editing footage, and organizing materials for presentation.

Figure 2. Students' Challenges in Completing Video Assignment
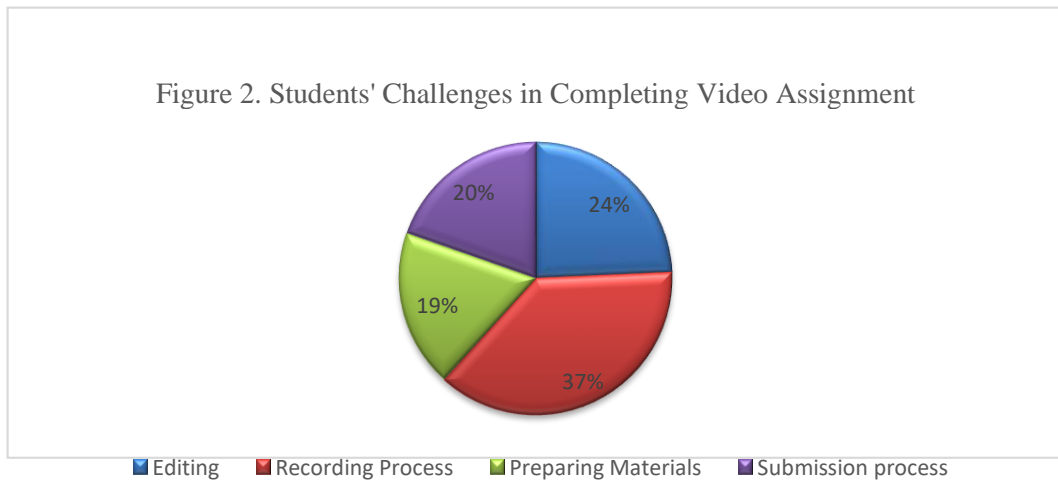
Yet, during the completion of video assignments, the editing, collecting/uploading of videos, recording, and engaging in discussions with a group of peers regarding the content to be presented were found to be the most pleasurable procedures.

CONCLUSION

Several conclusions can be derived from the findings of the study. The types and instructions for video assignments arranged to students by lecturers are individual video assignments with a duration of five to ten minutes. According to students, recording outdoor activities is rarely assigned. As soon as they have completed the video assignment, they upload it to Google Classroom. With this form of video assignment and instructions, students believe that they are still able to receive one video assignment per course per semester. They will object if each course contains more than one video. How to complete video assignments, students also tend to prefer group assignments (working with multiple individuals). When working on video assignments, the obstacles include recording, editing, and preparing materials, as well as obtaining an internet connection to acquire assignments.

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