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Internships in Times of Crisis:
Collaborative production of
instructional videos at a
distance



Ambitions

- Sharing a higher education teaching practice
- Providing a possible source of inspiration for others
- Post-hoc reflection: analysis and evaluation
- Lessons learned and impact on our future practice
- Not a report on systematic empirical research

Context

- Grand Duchy of Luxembourg
- Law 2009: Basic education, C1-C4
- Bachelor in Educational Sciences: a 240 ECTS professional training provide by a university
- Initial training preparing for the teaching profession: K-6, 7-9 (one of 3 tracks), special needs
- Theory-practice integration
- *Leitmotiv*: reflective practitioner
- Field experience: an integral part from 1st semester onwards

Problem to solve

- COVID-19: Health crisis in March 2020
- "School at home"
- Need/wish to continue offering field experience
- Willingness to show solidarity with schools
- Willingness not to overload school teachers with the task of supervising/training our students
- Ministry of Education guidelines to teachers: "focus on the essentials"

Solution to put in place

- A task that allows us to reach, as much as possible, the learning objectives otherwise targeted by the field time
- and which encourages students to produce value-added resources for Luxembourg's primary schools that can be used "at a distance"
- over a period of 4-5 weeks
- Quality assurance: Quality > Quantity & Control

Solution put in place

- Task: To plan, produce and publish freely usable learning videos accompanied by a "lesson plan"
- Collaborative work in dyads - 1 video / week
- Supervision by university tutors
- Provision of technical and techno-pedagogical resources
- Structured workflow: design-production-publication
- Quality assurance: expert control before publication

Process

- Selecting a learning objective (German, French, Maths)
- Develop a scenario: objective, concept, sequence
- Supervision by a tutor and support by PCK experts
- Produce a video (copyright!)
- Create a lesson plan
- Upload video + lesson plan
- Control by the control team
- Online publication: video & lesson plan

Resources (1)

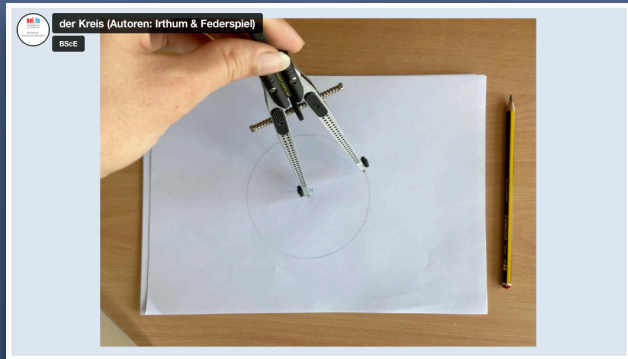
- Video with explanations of the process and the resources made available/assumed to be known
- General knowledge of pedagogy and didactics (PK)
- Specific didactic knowledge (PCK)
- General knowledge about the pedagogical use of ICT (what should ICT-supported teaching look like?) (TPK)
- Specific knowledge about the pedagogical use of ICT (what should an educational video look like?) (TPK)

Resources (2)

- Video-conferencing system to facilitate exchanges between students and tutors
- Online system for submission of productions and feedback by PCK experts (didactics of G, F, M)
- Online system for submitting video descriptions and shared online document for managing the reviews
- Online platform for storing videos
- Online platform for publishing videos and lesson plans.

Products

- <https://oer-bsce.uni.lu/videos/>
- About 600 entries (including re-submissions)
- 264 videos published
- Guidelines for teachers' use
- Search engine: cycles, subjects, competencies

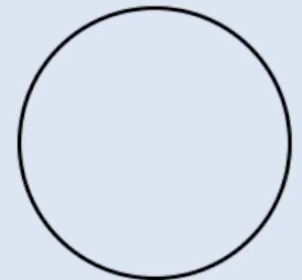
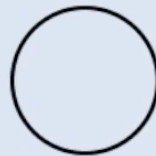
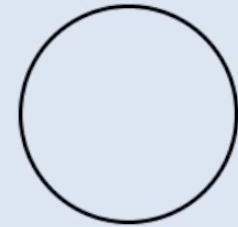
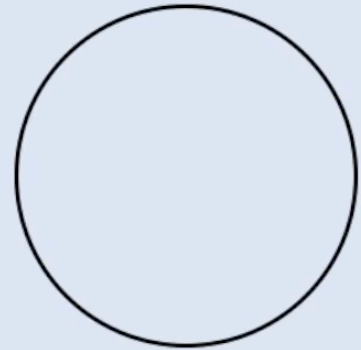


Let's explore some videos



<http://oer-bsce.uni.lu>

Kreise mit dem Zirkel zeichnen



<https://oer-bsce.uni.lu/2020/05/28/ouverture-aux-langues-de-fraschkinnek/>

<https://oer-bsce.uni.lu/2020/05/19/vorbereitung-eines-referats/>



CREATED USING
POWTOON

<https://oer-bsce.uni.lu/2020/06/02/dbremer-stadmusiker-deel-1/>





<https://oer-bsce.uni.lu/2020/06/08/les-prefixes-in-et-im/>

<https://oer-bsce.uni.lu/2020/06/08/les-prepositions-sur-sous-derriere-devant-dans/>



Observations

- The unthinkable became possible
- Collective learning process
- Adaptability under pressure
- Expertise of different actors
- The invisible became visible
- Quality > Quantity
- Intensive supervision
- Tensions
- Genuine and useful products
- Encouraging praise
- Sense of self-efficacy: sharing their work on social media
- Products of varying quality

Insights (1)

- The students took advantage of this opportunity to develop digital skills and techno-pedagogical knowledge (Koehler & Mishra, 2009) (TPK)
- Students had to work on their subject knowledge (CK)
- Difficult task of producing teaching resources for an unfamiliar target audience
- Length of videos: often too long
- Explanations not always given "at the level" of the target students
- Harder task for "novice" students

Insights (2)

- Instructional videos are, by necessity, teaching resources that are more conducive to “directed instruction” approach (Roblyer & Doering, 2013); more often implementing the learning/teaching events “reception/transmission” and “imitation/modelling” (Verpoorten et al., 2007)
- Very often accompanied by “exercise/guidance” worksheets (Verpoorten et al., 2007)

Perspectives

- Research? Systematic analyses of the videos produced in terms of learning theories and general and specific didactic principles
- Setting up a feedback or comment function on the publication site
- Student products from other courses have been published on the platform
- Production of videos has become a learning activity in 2 courses in domain of EdTech



Thank you for your attention



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