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Video Creation Tools for Language Learning: Lessons Learned


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Video Creation Tools for Language Learning: Lessons Learned

Abstract

Video creation tools—from Skype to PowerPoint to iMovie—have become increasingly popular conduits for foreign language teaching and learning. In flipped-classroom and blended-learning models, video enables faculty to move routine language concepts (i.e., grammar and vocabulary) outside the classroom, leaving more in-class time for live engagement with teacher and classmates. This chapter discusses lessons learned and new data collected at the University of Pennsylvania Libraries' Weigle Information Commons on video's effectiveness in various language learning contexts. Data collected includes reflections on several years of course observations, interviews with language faculty members, and a campus-wide survey to gauge student perspectives on video's role in the language learning experience. Themes that have emerged include the range of video tools available to perform a given task, perceptions of tool usefulness and ease of use (depending on faculty and student technology comfort levels), and the role of the library as a central resource for technology support and course integration. Our study contributes to the scholarly conversation by providing a taxonomy of current tools used, their efficacy in our context as a measure for other contexts, and skills recommended by faculty and staff for effective incorporation of video tools in the language classroom.

Disciplines

Communication Technology and New Media | Curriculum and Instruction | Instructional Media Design | Library and Information Science

Comments

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Chapter 7

Video Creation Tools for Language Learning: Lessons Learned

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Summary

Video creation tools—from Skype to PowerPoint to iMovie—have become increasingly popular conduits for foreign language teaching and learning. In flipped-classroom and blended-learning models, video enables faculty to move routine language concepts (i.e., grammar and vocabulary) outside the classroom, leaving more in-class time for live engagement with teacher and classmates. This chapter discusses lessons learned and new data collected at the University of Pennsylvania Libraries' Weigle Information Commons on video's effectiveness in various language learning contexts. Data collected includes reflections on several years of course observations, interviews with language faculty members, and a campus-wide survey to gauge student perspectives on video's role in the language learning experience. Themes that have emerged include the range of video tools available to perform a given task, perceptions of tool usefulness and ease of use (depending on faculty and student technology comfort levels), and the role of the library as a central resource for technology support and course integration. Our study contributes to the scholarly conversation by providing a taxonomy of current tools used, their efficacy in our context as a measure for other contexts, and skills recommended by faculty and staff for effective incorporation of video tools in the language classroom.

1. Introduction

Video creation software tools (Skype, YouTube, iMovie, PowerPoint, ScreenFlow, and more) provide powerful mechanisms for collaborative and interactive learning in college-level language courses (Djiwandono, 2013; Shih, 2010; Truong & Tran, 2013; Zorko, 2009; Brünner, 2013; Jauregi, de Graaff, van den Bergh, & Kriz, 2012). Students can video-chat live with language speakers across the globe, critique their own or their classmates' speaking abilities screen-to-screen, focus on nonverbal communication and explore language-learning materials in a

flipped-classroom structure. Video technologies enable faculty to design instructional activities customized to improve language learning (Shih, 2010; Br nner, 2013).

Adding live video interaction during class energizes the classroom atmosphere and increases student engagement with content (Jauregi et al., 2012; Truong & Tran, 2013). Moving routine language mechanics such as vocabulary and grammar to “screen videos” that are delivered outside of class (via courseware or YouTube) frees up in-class time for collaborations with teacher and classmates (Br nner, 2013; Djiwandono, 2013). At the University of Pennsylvania, the Penn Libraries’ Weigle Information Commons partners with several campus entities to support language faculty as they explore ways to incorporate video and screen capture software into coursework (Vedantham & Hassen, 2011).

This chapter will summarize lessons learned from past practice of these tools and explore new data collected from course observations, interviews with language faculty, and student survey comments. Specifically, we discuss results from two course observations, individual interviews with six language educators, a campus-wide student survey ($N = 57$) and an annual faculty symposium regarding student and faculty insights about video tools in the context of language learning. Tools such as the voice-over narration function in Microsoft PowerPoint are simple to learn and integrate well with courseware systems such as Instructure’s Canvas. Software such as iMovie and ScreenFlow can have a learning curve but also greater capability for enhancing student engagement. Hardware, facilities and staff training support (including general workshops and class-specific tutorials) also influence effectiveness of the integration of available software. We propose a simple taxonomy of current tools and an exploration of their efficacy in our context. Instructor responses to using digital video in class have been positive. As theoretical points of departure, we discuss flipped-classroom and hybrid-learning methodologies, the Technology Acceptance Model (TAM; Davis, 1989), and the perspectives of both faculty and students regarding usefulness of video in language learning.

2. Penn Context

The University of Pennsylvania (Penn) is an Ivy League university in an urban setting. Penn has twelve schools, including four that grant undergraduate degrees: the School (College) of Arts & Sciences, the School of Engineering and Applied Science, the Wharton School, and the School of Nursing. Penn offers instruction in over 50 languages, including Arabic, Chinese, and Dutch, to name only a few (University of Pennsylvania College of Arts & Sciences, 2014). The Penn Language Center (PLC) is a division of the School of Arts & Sciences that supports language education and the development of language professionals. In addition to offering less commonly taught languages, such as Irish Gaelic, Persian, and American Sign Language, the PLC explores trends in online instruction according to national standards (Penn Language Center, 2014a).

Penn’s twelve schools are scattered around its 300-acre University City campus, and Penn provides fourteen libraries to serve specialized populations of re-

searchers. Because of Penn's decentralized structure, it can be difficult for faculty to locate and access instructional support resources, especially those outside of one's home department or school. In addition to support from the PLC, language educators often require access to classrooms with computers to accommodate each student, equipment for audio and video recording, and assistance with classroom technology or borrowed equipment. Several places on campus provide technology support and loan equipment to support language learning, including the School of Arts & Sciences' Multi-Media Services.

Within Penn Libraries, there are also many ways to reserve equipment and teaching and learning spaces. The Weigle Information Commons (WIC), located on the first floor of Van Pelt-Dietrich Library Center, was founded in 2006 as one of the country's first Commons—a bookless area with technology-enhanced collaboration spaces. The WIC has a Seminar Room that seats 35, with access to 20 MacBook Pros in addition to a ceiling camera and PC and Mac projection options; 12 Data Diner Booths with desktop and laptop PCs; several group study rooms with high-definition video cameras for recording presentations and interviews; and several rooms with large-screen iMacs and wireless keyboards and track pads for Google Hangouts or Skype sessions. Located at the end of the WIC is the Vitale Digital Media Lab, a self-service space for digital project work. Lab staff members are available to assist users with specific hardware and software questions; the space is equipped with a large-format poster printer, slide scanner, and an equipment rack for older media conversion (e.g., VHS and cassettes). Individuals can borrow equipment, from video cameras to audio recorders to projectors, for three days at a time with their Penn ID card. The WIC also provides [Lynda.com](#) licenses to students, faculty, and staff for self-paced online learning.

Many language faculty members take advantage of the resources at WIC for their own professional development and to enhance their teaching. WIC recently partnered with the PLC to offer technology workshops as part of the PLC's Certificate in Instructional Technologies and Online Learning for language educators (Penn Language Center, 2014b). WIC staff members provide regular instruction to classes working on online, video, or audio projects with software and programs such as Audacity, iMovie, QuickTime Player, Snapz Pro, Final Cut Pro, PowerPoint (voice-over and audio), Skype, YouTube, and Google Hangouts, and on hardware including iOS devices (apps for iPad and iPhone), video cameras, and audio recorders. With staff members who are educators, librarians, scholars, and artists themselves, WIC has a diverse staffing model.

A resource that opened in 2014 in Van Pelt Library between the WIC and the Reference area is the Collaborative Classroom, an active learning classroom. The room seats 30 students at five round tables, all with laptop connections and projection screens. Instructors can control each table's video and audio via a control panel at the front of the room; students can also control their own screen via a control panel at each table. The room has writeable whiteboard walls for annotating or diagramming. In this space, educators can experiment with specific technologies as well as flipped-classroom pedagogical techniques. At a PLC world-languages-themed open house this past year, for example, the room showcased

Korean music videos from YouTube on one screen, an annotated world map on another, and the Disney movie *Mulan* in Chinese on yet another. Language educators have frequently booked the classroom as their regular class meeting spot.

3. Standards for Video Instruction (Literature Review)

3.1 Flipped-Classroom Pedagogy

Stepping back from the Penn context, we note that many scholars have studied the usefulness of video in language learning, especially in the context of free, online sources that are easily accessible for language educators and learners. For example, Br nner (2013) lauds the effectiveness of active student engagement with YouTube videos. She provides a laundry list of YouTube channels for language learning, in addition to a “roadmap” for language learning with videos from YouTube. Br nner’s argument that the “mere presentation of the resources alone is not enough” (p. 1) and that engagement with videos via tasks and assignments makes for successful application of videos reflects discussions in academe about the benefits of flipped classroom and active learning techniques. In a flipped-classroom setting, students have the opportunity to struggle through the application of course material with guidance from instructors and peers. In preparation for this in-class work, instructors ask students to master content before coming to class (University of Pennsylvania Center for Teaching and Learning, 2014; Djiwandono, 2013).

In language classes, adding live video interaction during class energizes the classroom atmosphere and increases student engagement with content (Jauregi et al., 2012; Vedantham & Hassen, 2011). Language educators can enable more collaborative and active in-class time by shifting standard lessons, such as grammar or vocabulary, to a video (via courseware or YouTube) that students view outside of class (Djiwandono, 2013). Using a learning management system, such as Moodle or Instructure’s Canvas, instructors can create a hybrid learning environment with increased chances for student engagement and overall positive reactions from students (Shahrokni & Talaeizadeh, 2013; Dede, 2013).

3.2 Blended and collaborative learning

Flipped-classroom pedagogy as described above often leads instructors to pursue blended learning techniques, combining online and traditional (face-to-face) instruction, to provide a balanced experience for learners (de Leng, Dolmans, Donkers, Muijtjens, & van der Vleuten, 2010; Shih, 2010). As Alammary, Sheard, and Carbone (2014) discuss, blended learning has taken on various definitions depending on design of the online and face-to-face components, which the authors categorize into low-impact blend, medium-impact blend, and high-impact blend. However defined, this mixture of learning environments allows for more collaborative work among students during class time (Tims, 2009), which can be especially fruitful for language learners. For example, Shih (2010) studied blended learning in an English as a Second Language (ESL) class, examining the use of video-blogs as an effective means of expressing oneself in the target language.

Students in this study improved from group and instructor comments on aspects such as enunciation, articulation, gesture and posture. The video blog provided an effective medium through which students could regularly view, edit, and revise their recordings (Shih, 2010).

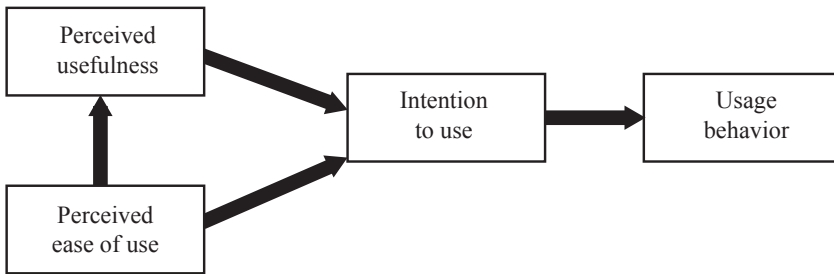
Courses and assignments that take advantage of blended learning benefit from collaborative approaches. Two common methods include problem-based learning, “an instructional methodology placing primary emphasis on students solving realistic problems in a team-oriented environment” (Neville & Britt, 2007, p. 226), and project-based learning, an approach that promotes hands-on activities, emphasizing contextual connections between the classroom and real life (Tims, 2009, p. x). Project-based learning involving collaborative activities has been shown to engage student interest and retain attention focus (Hidi & Renninger, 2006). Interestingly, Neville and Britt (2007) study problem-based learning for foreign language learning skills in biological engineering, allowing students to work collaboratively on producing a German-language paper on an engineering topic. The authors found that, along with regular in-person and online assessments, such collaborative methods led to increased mastery in both subject areas. In language learning specifically, Zorko (2009) studies collaborative behaviors in student wiki projects, positing online collaboration as a medium to enhance English language learning. As will be seen throughout this chapter, the choice of technology tool in collaborative learning can facilitate mastery of content in language learning.

3.3 Technology Acceptance Model (TAM)

Using video as an effective tool in language learning requires certain comfort levels with technology for both faculty and students. A tool that is flexible and with which students are comfortable allows for more focus on content (Karabulut, LeVelle, Li, & Suvorov, 2012; Wiebe & Kabata, 2010). A choice of familiar platform, such as YouTube or iTunes, can make video creation more casual, as opposed to a complex platform that requires instruction before video creation and editing afterward (Vedantham, 2011; Molyneaux, O’Donnell, Gibson, & Singer, 2008). Expectations are often high for video quality (i.e., students may not want to watch a low-quality video, nor instructors settle for including one in course materials). Frustrations can also run high for software that has a high “perceived ease of use” but, in reality, changes frequently and can be difficult to troubleshoot.

To understand this concept, Davis’s (1989) Technology Acceptance Model (TAM) is useful in assessing how perceptions of technology use color actual behavior with technology, or what causes people to accept or reject technology (see Figure 1). Davis studied two variables—perceived usefulness and perceived ease of use—to gauge current and future use of technology. By perceived usefulness, Davis means “the degree to which a person believes that using a particular system would enhance his or her job performance;” perceived ease of use indicates “the degree to which a person believes that using a particular system would be free of effort” (p. 320). Davis found a greater correlation between usefulness and usage behavior than ease of use.

Figure 1
Technology Acceptance Model (TAM)



Note: Adapted from Davis (1989); Venkatesh, Morris, Davis, and Davis (2003); Miller, Rainer, and Corley (2003).

Studies following Davis's (1989) have built on TAM theory, incorporating what Venkatesh et al. (2003) called "user acceptance models" (p. 426). One of the eight models the authors discuss is self-efficacy, derived from Albert Bandura's work (1986) and defined by Venkatesh et al. (p. 432) as "Judgment of one's ability to use a technology (e.g., computer) to accomplish a particular job or task." This computer self-efficacy model becomes particularly interesting when linked to motivational studies in both online learning and second language (L2) learning. Miller et al. (2003) study TAM as it relates to and predicts participation and engagement in the online learning environment, finding that perceived ease of use and perceived usefulness (of a computer) will have a positive impact on the amount of time spent on an online course and, thus, engagement with the online environment. L2 motivation theories, stemming from both second language acquisition and psychology fields (Dörnyei, 2009), evaluate second language learning motivation through a "self" framework, involving a language learner's social, historical, and cultural relationship with and investment in the target language (Norton, 2000). From these discussions, we can explore how video technology—oftentimes with the self on screen and front and center—has the possibility to motivate language learners to gain self-knowledge in addition to other-knowledge of the target culture through the video creation process.

With TAM as an overall conceptual model, student and faculty perceptions of usefulness of video in language learning will be explored, taking into consideration group and individual motivation. As "net gens" or "digital natives," today's college students are often assumed to have a high reliance on technology and penchant for group collaboration (Beatty & White, 2005; Lippincott, 2012; Jenkins, Purushotma, Weigel, Clinton, & Robison, 2009). However, as we have observed teaching students technology in the context of coursework, students can struggle with unfamiliar software platforms and spend more time learning a technology than focusing on course content. Moreover, if technology is only used for the sake of technology without careful pedagogical planning by instructors, even the most technologically savvy students can exhibit general anxiety toward a proj-

ect where technology factors as a key element (Karabulut et al., 2012; Wiebe & Kabata, 2010). New media literacies, including skills such as play, simulation, and collective intelligence, for example, (Jenkins et al., 2009), become necessary to support students in physical and online learning environments (Vedantham & Hassen, 2011).

With the advent of online language learning, educators have had to adjust their teaching approaches to engage learners' multiple attentions (polyfocality) by incorporating new strategies and new media into lessons (Meskill & Anthony, 2013; Jenkins et al., 2009). Instructors' and students' perceptions of technology—in terms of usefulness and ease of use—can vary widely (Karabulut et al., 2012; Wiebe & Kabata, 2010). In addition, perceptions of and actual use of technology in the classroom allow educators to align video assignments with learning outcomes and cognitive goals, such as innovation and critical thinking (Dede, 2013; Park & Kinginger, 2010).

As this chapter will explore, both faculty and students tend to have high expectations for video quality but often different perspectives on usefulness and perceived ease of use for the creation of video. Davis's (1989) TAM focuses on group rather than individual usage; while our study divides faculty and students into groups, we are also interested in the individual perspectives shared within each group. Although Davis and subsequent scholars have built TAM from other theoretical models, including self-efficacy (Venkatesh, et al., 2003; Miller, et al., 2003), few studies have explored self-knowledge in the process of using video technology for language learning. Intellectually, self-knowledge via technology can involve improved cognitive skills, material retention, and academic innovation (Dede, 2013; Park & Kinginger, 2010; Hidi & Renninger, 2006). In language learning, particularly through video in which students can be very visibly "on screen," there tends to be a split in the research on video technology to learn more about the "other" (i.e., the other language and the other culture) (Truong & Tran, 2013; Hull, Stornaiuolo, & Sahni 2010) and about the "self" in the process of video creation and on-screen presentation (Ushioda, 2011).

With the ubiquitous nature of online video and social media, today's students are familiar with self-sharing—images, videos, information—via a participatory culture, one in which creating and sharing with others is paramount (Jenkins et al., 2009). Why should students' academic work be any different from this culture of sharing? Moreover, can increased awareness of both the "other" and the "self," via both collaborative and individual work, be achieved through using video in language learning? We aim to explore these questions through the changing video tools that have led to new perspectives on course assignments, in conjunction with the type of technology used, perceived usefulness, and perceived ease of use for both faculty and students.

We describe next institution-specific details in providing language educators and learners with technology resources for video creation. We present a taxonomy of video tools in the context of past experiences with language courses as well as a discussion of new observations and results.

4. Methodology

To explore how language faculty and students in language classes use video technology, we set out various qualitative methods for collecting data.

1. Assistance with and observation of class activities:

We reflected on professional experiences assisting faculty to provide instruction on particular technology tools that are incorporated into assignments. Table 1 lists language classes we collaborated with and the tools they incorporated. In addition to these classes, course projects have been supported in several dozen courses in other disciplines (for a complete list of course usage of the Weigle Information Commons, see <http://commons.library.upenn.edu/course-usage>). Course assistance offered little formal data collection; rather, observations and experiences were captured by several WIC staff members over the course of many years. Several years of course assistance has allowed WIC staff to reflect on instruction and adapt techniques over time. In teaching students a technology tool, we realize that we are not unbiased observers; more positive than negative evaluations are typically received. Rather, we seek constructive criticism and aim to collaborate with faculty on curriculum design (for a French instructor's reflections on WIC's role in helping her design course video projects over several years see <http://youtu.be/uh3lxrnONIQ>).

Table 1
Course Usage of the Weigle Information Commons

| Courses | Year | Technology tools |
|----------------------------------|-------------------|--|
| French (134, 140, 202, 227, 402) | Several Semesters | Webcam video in Canvas, Skype, collaborative video projection systems, iPad videos, PowerPoint, iMovie |
| Italian 202 | Spring 2009 | Installed video cameras, DVD capture |
| American Sign Language | Several semesters | Installed video cameras, laptop webcams, PowerPoint, handheld cameras, iMovie |
| Spanish 240 | Several semesters | Handheld cameras, YouTube embedded in Canvas |
| German 101 | Several semesters | Webcam video, Adobe Connect, Canvas video integration |
| Japanese 011 | Fall 2014 | Voice-over PowerPoint |

We focus observations on particular language courses in which video projects and assignments were paramount. In addition to observing these courses, we also assisted with technology support and instruction for the tools listed in Table 2. This direct experience allowed us to interview faculty members both during and after projects took place and also to ask students questions informally about the impact of video technology on their learning. Student questions were asked online through Google Forms and in-person conversation; responses are not quoted directly.

Table 2
Courses Observed for Video Projects

| Course | Year | Technology tool |
|--------------|------------------------|------------------------|
| French 202 | Fall 2013, Spring 2014 | Google Hangouts, Skype |
| French 227 | Spring 2014 | Skype |
| Japanese 011 | Fall 2014 | Voice-over PowerPoint |

2. PLC Showcase:

Each May, PLC showcases exemplary projects by language educators incorporating technology into their work, in conjunction with SAS Language Teaching Innovation Grants (Penn Language Center, 2014c). At the Eighth Annual Showcase and Teaching Award Program in May 2014, eight grant projects were showcased and two winners were chosen from a panel of faculty judges. We identified video projects of interest at this showcase and approached faculty members for interviews. After this initial contact, we used snowball sampling techniques to expand our pool of potential interview subjects (Atkinson & Flint, 2004).

3. Faculty Interviews:

In-person interviews were conducted with six language faculty members from the French, Italian, German, Korean, and Japanese language departments after viewing their course projects selected by other language faculty members for an annual PLC Showcase event in May 2014. Previous relationships with each faculty member varied: three instructors had come to us in years past for course support; two had attended WIC's technology workshops through the PLC's Certificate program (Penn Language Center, 2014b); one instructor was new to us, after viewing her project at the PLC Showcase. Faculty interviews were informal, involving one or both authors depending on availability. Questions were asked about the following topics: video tools used in courses, the selection process for tools, what learning outcomes were originally expected versus outcomes that occurred, successes and frustrations about particular tools, and general advice for other faculty looking to incorporate video tools.

4. Student survey:

To gauge students' perceptions of video's effectiveness in classroom learning, we conducted an online survey using Qualtrics survey software aimed at both undergraduate and graduate students in all twelve schools at Penn. The survey was done in conjunction with our annual Engaging Students Through Technology Symposium in October 2014 and addressed issues around that year's research question: "How can technology empower our students, and us, as learners?" Multiple choice and free response questions included:

- How has technology helped you to learn? How have your professors facilitated the process?
- What tech tools have proved powerful for your learning?

- Any examples where your professor used video effectively during class?
- Any examples where your professor used Canvas effectively?
- Any examples when you used video (including YouTube and online platforms) effectively to learn?
- Have you created videos? What tools have you used, and what have you learned from the process of creation?

4.1 Tools/Difficulty Matrix

To gauge faculty and student perceptions of video in language learning, we have applied Davis's (1989) TAM to assess perceived and actual use of specific video tools. We use TAM as a general guideline, taking into consideration that the model is not fixed; rather, it has been reinterpreted as others have applied it to advancing technology and varied scenarios (Venkatesh et al., 2003; Miller et al., 2003). Unlike a theory such as self-efficacy, which has been tested and evaluated in various disciplines (Vedanatham, 2011), TAM is often criticized for its theoretical shortcomings (Chuttur, 2009).

Instructors take many approaches to orient themselves to a particular video tool. Some people make use of tools easily at their disposal, such as an iPhone to record a video and QuickTime Player (freely available software on a Mac computer) for video editing. Others seek outside help. For example, faculty draw upon the expertise of their school's IT department to consult on best video tools and practices; they use online library tutorials or in-person workshops to learn the mechanics of software. They can also borrow hardware (e.g., video cameras, tripods, and audio recorders) from campus equipment lending programs. All of these examples demonstrate not only individuals' comfort level and acceptance of technology, but also their perceived ease of use and usefulness of particular hardware and software. Many of these observations and criteria of tool assessment come from our own knowledge of faculty/student video needs and assistance with courses over the past several years.

Table 3
Hardware Taxonomy

| Hardware | Perceived ease of use by faculty | Perceived ease of use by students | Perceived usefulness by faculty | Perceived usefulness by students |
|-----------------------------|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Handheld video camera | Hard | Moderate | Medium | Low |
| Flip camera | Easy | Easy | High | High |
| Room-based installed camera | Moderate | Moderate | High | Medium |
| Smart phone | Easy | Easy | High | High |
| Tablet | Moderate | Easy | Medium | High |
| Lighting equipment | Hard | Hard | Low | Low |

| Green screen | Hard | Hard | Low | Low |
|---|------|------|-----|-----|
| <i>Note:</i> In Tables 3 and 4, our ratings on ease of use and usefulness come from our own expertise and experience working with faculty and students on video projects over the past several years. | | | | |

Table 4
Software Taxonomy

| Software | Perceived ease of use by faculty | Perceived ease of use by students | Perceived usefulness by faculty | Perceived usefulness by students |
|------------------------|----------------------------------|-----------------------------------|---------------------------------|----------------------------------|
| Microsoft PowerPoint | Easy | Easy | High | Medium |
| YouTube Online Editing | Moderate | Easy | High | High |
| QuickTime Player | Easy | Easy | Medium | Medium |
| iMovie | Moderate | Easy | High | High |
| Snapz Pro X | Moderate | Moderate | High | Medium |
| Adobe Premiere | Hard | Hard | Low | Low |
| Final Cut Pro X | Hard | Hard | Medium | Low |

To assist faculty in evaluating the tools, we created a Screen Videos Guide (<http://guides.library.upenn.edu/screenvideos>), which lists hardware and software according to “basic” (rated high for ease of use) and “advanced” (rated low for ease of use). The tools are further divided by price range into three categories: free to below \$50, \$50-150, and over \$150. The guide includes resources for faculty with links from Penn and outside institutions as well as specific software guides, including Voice-over PowerPoint, Snapz Pro X, and Screen Flow. Our conversations with individual faculty, described next, provide iterative insights to inform our instructional practices with these video tools.

5. Results

5.1 Faculty Perspectives: Interview Vignettes

In the following vignettes, we summarize conversations with language instructors from the French, Italian, German, Korean, and Japanese language departments.¹ In each interview, we asked language faculty to describe how they have used video successfully as a pedagogical tool in the classroom and advice they would give other faculty looking to incorporate technology tools into language instruction.

- Reflective teaching (departmental):
PLC videotapes new teaching assistants teaching a lesson as part of their orientation to instruction at the university. Instructors prepare a 10-minute sample lesson (on a simple topic such as numbers or colors in the target language), present it to faculty members while being videotaped, and then review it with faculty members who stress positive aspects. PLC also re-

peats this activity later in the semester, videotaping a whole lesson and advising instructors on what to change and improve upon. Using video to capture teaching allows for reflection on the teaching process, concrete examples of strengths and weaknesses, and self-awareness in the target language (Ushioda, 2011). The video content is strictly private and confidential for use only with the group of faculty teaching a particular language. Video recording is handled by a professional staff person.

- **Reflective teaching (individual):**
A German professor uses a small handheld camera and tripod to record her own teaching. She reviews the video to look for teachable moments that she can share with her graduate students as demonstrations of key pedagogical moments (e.g., how to manage discussion, how to facilitate a grammar lesson, etc.). She described, “Seeing a teaching technique in action can work wonders.”
- **Video syllabus:**
The coordinator for an intermediate French course makes a video syllabus, or movie trailer, that students watch via Canvas before the first day of class to introduce them to her course. This faculty member prepared for, made, and edited this video over the course of two days. She wrote out a script of her own (1-1.5 hours) and studied the text (1 hour); her colleague filmed her using an iPhone (10 minutes); she edited the video using iMovie and QuickTime (about 5 hours), including searching for the best footage and music to include. The instructor took a workshop at the Weigle Information Commons on Final Cut Pro X, which would have worked well for her editing purposes; however, she decided to use iMovie since it was already on her personal computer. One goal of this pilot project was to show other language course coordinators that making your own video is possible and that it is a great way to present your curriculum as well as yourself in a more dynamic and engaging way than a traditional paper syllabus. This instructor was aware of her own perceived usefulness and ease of use, as well as that of her students, as she has seen through previous video projects and reflected on the importance of technology’s role in aligning with learning objectives (Karabulut et al., 2012; Dede, 2013). She would give the following advice to faculty using video technology in language classes: “Don’t lose sight of your pedagogical objectives (technology is not just for the wow factor). Change it up with dynamics.”
- **Video for cultural understanding:**
A Korean language instructor regularly uses YouTube video, specifically K-Pop—“a musical genre originating in South Korea that is characterized by a wide variety of audiovisual elements” (YouTube, 2014). The videos help students understand gestures like bowing and social acts such as greeting, apologizing, and complaining. Because these topics are difficult to learn via traditional textbooks and from passively watching a YouTube video (Brünner, 2013), this instructor hired actors to portray various cultural

scenes in Korean life, with the students in her class directing the actors on aspects such as intonation, gestures, and facial expressions. Hired students also completed all video editing and addition of Korean subtitles. Students then studied and incorporated aspects from these videos into live skits they performed in front of the class. The goal of using video in this class was to provide cultural context to the Korean language that students were learning. This instructor advises, “Faculty looking to take on a similar project should get help from available campus resources.”

- Flipped-classroom grammar:

The coordinator of elementary Italian experimented with flipping her classroom using voice-over PowerPoint and Canvas to post videos for students to watch before class. This instructor became frustrated with various Italian textbooks’ inadequate explanations of colloquial usage of grammar concepts, including verbs used idiomatically in different contexts, usage of verb tenses, prepositions, and themes, such as daily routine, travel, and visiting, time (telling time, having free time, having a good time, the number of times one does something are all expressed differently in Italian and do not, except in one case, use the dictionary translation for the word “time”). Of particular importance for describing one’s daily routine, she felt, was what she called “comings and goings.” Taking on this theme, the instructor used voice-over PowerPoint, which she learned through a library workshop, to create videos in which she modeled examples of different colloquial usage; for example, describing how to explain when one leaves the house in the morning, walks to class, goes to the gym or the library, comes home, goes out to supper or to a movie, and so on. The voice-over PowerPoint video files are saved to Canvas for students to access from home and watch as many times as they feel necessary. In describing the sequence and rationale for this project, the instructor explained:

When [students] feel confident about the material studied, they then access a video recorded by the instructor using the live video feature of the Discussion Board in Canvas to record herself talking into the camera for a couple of minutes discussing her daily routine, for example, or a trip she has taken, or another topic of importance in which knowledge of idiomatic usage is paramount. Students watch this model video, and then reply by making their own video for others in the class to watch.

By the time they come to class, students are thus prepared to use these colloquial terms in conversation with each other, asking and commenting on how other students spend their time, for example, and how their activities differ from those of the instructor. The recorded work of the students can also be used for the instructor to go over individually with a student having difficulties, thus serving a further goal. The primary goals of these flipped-classroom exercises include teaching students colloquial grammar usage, making students feel more comfortable with spontaneous conversation in the target language, and having students view their own speaking and com-

prehension progress over the course of the semester. In this way, video enabled for more meaningful class time and enhanced language learning (Zorko, 2009; Hidi & Renninger, 2006).

- Primary sources with Skype:

A French instructor uses Skype to connect her students with primary sources so that her students can listen to and converse with native speakers. For one class, students were studying the German occupation of Paris during World War II. The instructor's 93-year-old grandmother, who lived through the occupation and who currently lives in Paris, was willing to Skype with the students and share her experiences. The grandmother provided interesting perspectives on historical and cultural issues of that time, which, the instructor said, "students might not have gained from reading a book or watching a film about the time period," indicating the significance of interaction with native speakers and cultural context for language learning motivation (Jauregi et al., 2011; Truong & Tran, 2013; Hull et al., 2010). This same instructor, for a different French course also studying the German occupation of Paris during World War II, used Skype for students to speak with the author of the novel they read for the course. The session was conducted in the Collaborative Classroom, where the Skype session was projected on all walls of the room. Students approached the camera individually to ask the author questions. The goals for these sessions included connecting students with primary source materials, conversing with a native French speaker and, in the case of the author, teaching students how to develop a written story by talking about one's work.

- Character selfies:

The same French instructor mentioned in the example above has developed an assignment in which students take on a character in German-occupied Paris during World War II. They write a book chapter about this character in Canvas, including a video interview with the character. This assignment has run from 2007 with students recording themselves to DVD using equipment in the Weigle Information Commons' video recording rooms with no video editing to the present assignment using webcams and editing software (iMovie) to upload videos to Canvas. The instructor has commented that through the years, "Technology adds a level of metacognition and awareness ... helps [students] decode languages, know the self and the world better via language and culture." According to the instructor, in the earlier years of the assignment students were able to separate themselves from the character they impersonated. Now, students and characters intertwine, and characters have become selves. Through exploring the other, video enables students to come closer to themselves (Ushioda, 2011; Dörnyei, 2009; Norton, 2000). As the instructor noted, "At first, students were very much outside of themselves; now, it's a series of selfies." This instructor stressed that technology creates new needs and goals in the classroom; both instructors and students have to adapt to this. As advice, she

stated that instructors must know what their goals are and find what methods work best for them. As other researchers have suggested (Karabulut et al., 2012; Wiebe & Kabata, 2010), this instructor also advised to make sure students are comfortable with the technology tools and to not assume that students know how to use these tools effectively.

- Videos for self-introduction:

A Japanese language course coordinator worked with students for the first time in fall 2014 creating videos for self-introduction using voice-over PowerPoint. Although the files students created are video files that were uploaded to Canvas, students did not need to film themselves; rather, the goal was to talk about themselves and their interests using voice-over narration in less than five minutes. This was the students' final project for the class. Library staff members trained the instructors on voice-over narration to ensure that they were comfortable answering any questions students had throughout the project and later trained all the students as well. The videos were posted to the class Canvas course, instead of a public platform like YouTube, where video quality is better, to ensure that student privacy was respected. The goal of this assignment was for students to use vocabulary effectively and to become comfortable describing themselves and their interests in the target language. In the course coordinator's words, "This video project also allows students to compose their messages in a creative way through 'multimodal' communication that includes the textual, aural, and visual resources." In addition, putting a voice to a video, even with students remaining off-screen, allows for self-reflection in the context of another language (Ushioda, 2011; Dörnyei, 2009; Norton, 2000).

5.2 Skills List

In addition to providing advice for other faculty members seeking to use video tools in language learning, many instructors provided concrete skills to develop when working video into language courses.

- Scriptwriting and storyboarding:

Faculty members stressed the importance of creating a script before recording a video. Once comfortable with the material, making the video can be the focus of the next step. Some found it helpful to draw out (on paper or digitally) a storyboard, which can be an effective exercise with students as part of recording preparation.

- YouTube searching:

Faculty members appreciated the ability to find and adapt clips from YouTube in lieu of creating clips from scratch (Brünner, 2013). Searching YouTube for clips that demonstrate grammar concepts, pronunciation, cultural gestures, facial expressions, and context can go a long way. One faculty member uses TED Talk videos with transcription as a way to help students practice public speaking in their target language.

- Video annotation and clip extraction:

When thinking of tools to use for video creation, consider how easily subtitles or annotations can be added to video. If higher quality is the goal, choosing a more complex tool and leaving editing to the experts might be an option. However, if editing the video yourself, make sure to choose a comfortable platform.

- **Editing:**
Video editing software runs from very basic (e.g., QuickTime Player, built in to Macs) to very advanced (e.g., Final Cut Pro X, a licensed product). Determining how much time you are willing to put into video editing and how much of a factor the technology piece will be in assignment completion (Karabulut et al., 2012), can also determine the scope of your and your students' projects. Calling upon professionals to edit video may save both you and your students' time, if learning editing software does not factor into the learning outcome for the assignment. Students and faculty emphasized the need to avoid perfectionist tendencies in over-editing clips.
- **Recording:**
Options for recording video continue to grow. Hardware, such as a traditional video camera and tripod or a flip camera, can sometimes be perceived as more difficult to use than a webcam built into a computer. Smart phones and tablets offer built-in video recording options. Software for recording also runs from basic to advanced, taking into consideration audio quality. Some courseware platforms (e.g., Instructure's Canvas) offer built-in recording capability, which can provide an alternative to learning a particular hardware or software for recording. Picking a recording option that both instructors and students are comfortable with will make the video creation process run more smoothly for everyone involved (Karabulut et al., 2012; Wiebe & Kabata, 2010).
- **Understanding the language level of a video:**
While some videos, such as those found on YouTube, may provide cultural context for students, instructors emphasize the need to ensure that the language level is appropriate for student understanding. Also, videos with subtitles in the native language can provide students with both cultural context and language comprehension (Truong & Tran, 2013).
- **PowerPoint skills:**
Basic PowerPoint skills can improve video creation, especially with features such as voice-over narration and adding YouTube and other videos into PowerPoint presentations. Although PowerPoint is not typically categorized as video-creation software, the ability to save a PowerPoint presentation directly to a video file (either .wmv or .mp4) can transform how language educators create lecture videos to flip the classroom.
- **Student comfort with software:**
Depending on the video project one is planning, some software can be too complex for students to learn in a short time and for a particular project

(Karabulut et al., 2012). It is essential to assess the skills needed for a video project and seek software that enables students to do this comfortably.

- Courseware connection:

Courseware, such as Moodle or Instructure's Canvas, provides a platform on which to share and archive student videos. Taking advantage of built-in recording capabilities can be an easy and effective way for students to make successful videos. Using video capability in courseware, whether for recording or storage, also allows for connections with course materials and assignments in one platform. Courseware also helps protect student privacy in important ways (Levy & Stockwell, 2006).

5.3 Student Perspectives: Campus-wide Survey

In conjunction with our annual Engaging Students Through Technology Symposium in October 2014, we conducted a campus-wide student survey open to both undergraduate and graduate students, addressing questions around this year's theme: "How can technology empower our students, and us, as learners?" The Symposium receives campus-wide attention from all twelve schools at Penn. Each fall, we embark on a major outreach campaign to encourage faculty and graduate students to attend the event. As a part of this outreach, the student survey responses help guide the development of Symposium workshop topics, which include sessions for language educators. In survey results ($N = 57$), several students reflected on video integration in language classes.

Students mentioned making videos of themselves talking in their target language. One student expressed difficulty using video, saying, "I used iMovie to create movies for the cultural journal in Spanish. I learned rudimentary editing skills and found it very frustrating." This indicates a mismatch, as Karabulut et al. (2012) discuss, between student and teacher rationales for using technology in an assignment. Another described learning from the process of making videos, stating, "Yes—recorded a video for French to be evaluated on speaking/content. I can look back on it now and fix my mistakes/listen to how I sound so I know what to work on."

Students also commented on how their professors used video. One student described, "My Spanish professor will often play Spanish music and in the background during discussion which helps us feel a little more involved in Spanish culture. We also watch many informational videos which have the same effect." Another gave a specific example of language videos, saying they appreciated "language professors who show news clips. It gives us not only knowledge of current events in the world but also exposure to a different manner of speaking than we are used to listening to." These student comments endorse the view that incorporating technology—whether audio or video—into foreign language coursework not only improves student understanding of linguistic elements, but also enables them to feel more culturally immersed in the target language (Truong & Tran, 2013).

6. Conclusion

Through the process of writing this chapter, we have begun to understand the complexities of integrating video tools in language learning classes. As we talked with faculty and students, we noticed that the same tool (e.g., iPhone) could be used in many different types of activities depending on the teaching philosophy of the faculty member and the situations of that particular class. Similarly, faculty and students would take on the same task (e.g., create a video of just your face speaking in a different language) and approach it with many different tools depending on their prior knowledge, perceptions of ease of use, and perceptions of difficulty.

The vignettes above provide examples of how some faculty members integrate a particular tool into their teaching practices and may provide ideas for replication and adaptation. The process of introducing a technology tool to a faculty member can have a significant impact on eventual implementation, and library staff can play crucial roles in this process. We have found that developing extensive customized local tutorials with links to materials on the open web have helped faculty approach tools with more optimism and confidence. The ability to reflect on and adapt workflows at the end of each semester (and sometimes in mid-stream) has been helpful. Each of the tools we have described has kinks, bugs, and drawbacks. If library and instructional support staff can explore these hazards hands-on ahead of time and provide guidance in locally adapted tutorials, it assists faculty in handling student questions.

As our course usage suggests (see Tables 1 and 2 above), faculty interest in video tools has grown steadily over the last decade. A limitation of this particular study involved following multiple courses over a large time span, rather than focusing on one course with pre- and postfaculty and student comments about video use for language learning. Another limitation involves interviewing language educators whose projects we had been introduced to at an awards ceremony, where they had already been chosen by language faculty members as exemplary. We had worked with many of these faculty members in previous years and were familiar with the technology progression of their courses. Future research efforts could include representative interviews of the full faculty of several language departments including educators who have not used video tools and those who have decided to stop using video tools.

In future work, we aim to document the life cycle of one semester-long language course and its use of video. Components could include instructor interest and technology training, assignment parameters and development, a presurvey for particular tool use, student instruction, a postsurvey for technology tool use, evaluation, and analysis of student performance. Given the increasing interest in video use for language learning, we expect that video will be woven into language instruction as a matter of common practice in years ahead.

Our role in providing course assistance from the student perspective has become more transparent over time and has allowed us to adapt our teaching. For example, many technology trainings take place during class time with attendance required by the instructor. This group setting is not always conducive to the best

learning for every student: some come into class knowing how to use the technology, while others are hesitant to ask for help in front of their peers. This is reflected in the number of students who come to us for one-on-one help after the course training session. As library staff, our role is a neutral one: we give no grades and we work with students on their individual projects. In this one-on-one interaction, students gain confidence and self-improvement, which does not necessarily happen in the classroom setting.

Student perspectives, especially in conjunction with faculty interviews and the studied literature, revealed many new insights. While the student survey comments suggested that video enabled an immersion in the target language and culture, faculty noted that the self-awareness process has grown over the years as technology and social sharing norms have changed. Webcams allow opportunities for selfies when speaking on camera in a different language; voice-over PowerPoint can be used to project one's own voice and images as a video shareable on YouTube; Skype allows for direct access to primary resources, putting students in touch with the "other" in real-time. These findings begin to address a gap between other- and self-oriented goals in language learning: video assignments offer the opportunity for both exploring other languages and cultures and for discovering the self through another language. Using video tools that are comfortable and accessible to students facilitates both faculty learning objectives and student command of language content.

Note

¹ To view more faculty perspectives on student video creation in various disciplines, see the ELIXR MERLOT Faculty Development Initiative: Nurturing Student Creativity with Video Projects (<http://elixr.merlot.org/case-stories/teaching-strategies/nurturing-student-creativity-with-video-projects>).

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