

Student Views on Learning Environments Enriched by Video Clips

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Abstract This study intended to identify student views regarding the enrichment of instructional process via video clips based on the goals of the class. The study was conducted in Educational Psychology classes at Amasya University Faculty of Education during the 2012-2013 academic year. The study was implemented on students in the Classroom Teaching and Information Technologies Teaching programs (n=120). Data was collected with the help of a form composed of semi-structured questions. Descriptive analysis method was used in data analysis. During data analysis, student views related to learning environments enriched with the use of video clips were collected under four themes -permanency, participation during class, attitude and achievement- and 13 sub codes under these themes. According to the findings, students emphasized the positive effects of using video clips as arousing interest in the class (11,9%), concentrating during class (8,9%), improving memory in learning (27%) and providing intelligibility of the topic (7,9%). Students also provided suggestions for increased effectiveness of using video clips, such as: using videos for short periods of time, using videos related to the goals of the class and using a limited number of videos.

Keywords Learning, Instructional Technologies, Educational Psychology, Video, Video Clip

1. Introduction

Instructional use of videos is undertaken in different ways and for different purposes. For instance, videos are used for teacher candidates to observe their classroom management skills by watching their own teaching process (Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra [27]) and to identify educational strategies by observing their colleagues' educational experiences (Sherin & Han [30]).

Literature review demonstrates the use of digital videos mostly in English as a Second Language (ESL) classrooms and health and science classes (Smidt and Hegelheimer [27]).

Another common area of use of videos is in language learning (Davidson [10]; Shrosbree [29]; Tschirner [34]; Özdener and Satar [25]). In their study, Zhang, Lundeberg, Koehler and Eberhard [37] presented the hardships and acquisitions in teachers' professional development by having teachers watch three different videos: a broadcasted video, their own video and the video of a colleague. Recently, it has been observed that platforms to use videos in educational manners through distance education are increasing parallel to the impact of digital era (Birişçi, [5]).

According to Kay [18] videos are classified in different categories (such as: educational videos, video classes, e-lessons, screen captures, vodcasts (video podcast) and web broadcasts (webcast) based on their preparation, different presentation techniques and educational goals. While videos may consist of previews/short presentations about a specific topic or include information, they may also record the whole class hour (Kay [18]).

Another practice in using videos in the instructional process is as learning tools in line with the development of information and communication technologies. This study made use of videos as technological tools that support learning. As leaning tools, videos support the learning process and are used in the professional development of teachers in line with educational programs. Videos create opportunities for in-depth learning by presenting various learning data together such as images, movement and sound. This allows learning to take place at individual paces and ensures control over the reception of information (Greenberg and Zanetis [14]).

A growing trend is observed, especially in among youths to watch videos broadcasted in social networking sites (YouTube, Twitter, and Facebook) and to communicate via social networks (Levy [19]). A rapid increase in access to internet and internet based communications has allowed the use of videos as educational tools. Videos create a permanent recording environment for realized events and allow unlimited viewing opportunities to ensure detailed analysis (Tan and Towndrowb [32]). Clearly, videos are appropriate to the nature of today's youth and can be used educationally as practical implementations in current classrooms (Gentry

[13]). In video practices, the learner masters the real objects and movement sequences by observation and the videos provide opportunities for in-depth learning (Zhang, Zhou, Briggs and Nunamaker [36]).

1.1. The Effect of Videos on Students

Research results on the educational use of videos shows that use of video or multimedia materials in education increases learning. When compared to traditional teaching, it provides more advantages in terms of student learning (Greenberg and Zanetis [14]). It is emphasized that use of videos in teaching-learning environments are effective in three aspects: providing cognitive benefits (learning better and more, better recall), psychological benefits (motivation, gaining satisfaction from learning) and visualization of knowledge (Pekdağ [26]).

According to Alkan [1] using videos in learning environments is beneficial for students. The benefits of videos can be listed as making learning independent from time and space, providing group learning opportunities, facilitating learning in dimensions of movement, color and sound, transferring outside class environments to class and facilitating concrete and permanent learning. According to Mayer [20] multimedia elements that address various senses, such as videos used in learning environments, contribute to increases in student interest and motivation.

Another advantage of the use of videos as educational tools has been reported in Dale's [19] cone of experience. The more senses that are used in the learning environment, the easier and more meaningful the learning will be. In this context, compared to the content presented in the class during traditional presentations, the videos used in learning environments will ensure the effectiveness of hearing and vision senses by providing interaction between the video and the students.

Studies on the use of different forms of videos in education clearly point to the effectiveness of using videos in education. Videos have educational effects, such as providing interaction with the content, allowing transfer of knowledge in the mind and facilitating recall (Greenberg and Zanetis [14]). Berk [3] reported that use of videos for educational purposes have cognitive and effective impact. In this context, he argues that use of videos in the classroom environment will have potential effects such as: arousing student interest, facilitating student concentration, providing learning practices for highly relaxed students with low levels of interest, developing imagination, supporting creativity and increasing comprehension.

Mitra, Jones, Barrett and Williamson [23] also emphasized that use of videos, which include both visual and audio elements, facilitate active interaction between students and the topic, ensures that the content is more meaningful and strengthens learning by allowing associations between the material in the video and other situations. When education that is supported by videos is compared with face-to-face education, it is argued that videos are more

effective since they support the process. In a study conducted in two different classes, Hakkarainen, Saarelainen and Ruokamo [15] compared face-to-face teaching and teaching through online videos and identified that more meaningful learning took place in the classes taught via videos, and positive feelings emerged towards the learning process.

Although there are differences in classification, it was observed that classes that utilize videos have a high student potential. It is believed that use of video clips in the instructional process will support the educators since they present sample cases from life and provide permanent learning.

1.2. Educational Psychology Classes and Video

Teachers in Turkey are trained in 4-year faculties of education under universities. In the spring semester of the first year in teacher training faculties, students are provided with information about the development of individuals starting from pre-birth, linguistic, physical, moral, sexual, cognitive and social development, the formation of learning and the learning theories in the context of educational psychology classes. Educational Psychology is taught for 14 weeks, 3 hours per week. Classes are predominantly taught in traditional learning environments in which instructors transfer knowledge and use narration. Students are in the position of listeners and have a passive role in this learning approach. This study intended to provide active student participation during class by presenting video clips that included visual and audio stimulators related to the goals of the class.

1.3. Purpose of the Research

The purpose of the study was to present student views regarding the effects of using video clips prepared in line with lesson goals on the learning process. In line with this aim, the present study seeks answers to the following questions.

1. What are student views regarding the use of video clips?
2. What are student suggestions related to using video clips during the teaching-learning process?

1.4. Significance of the Study

In this age of technology, the young generation is interacts with computer technologies to a great extent. It is a reality that the students often share and watch videos in various networking sites. In line with this reality, presenting videos to arouse interest and curiosity at the start of the lesson, to visualize the information transferred during the lesson, to sustain student interest during the teaching process and to summarize at the end of the lesson is a sound practice, especially in regards to the interests of the age group that participated in the study. As a matter of fact, supporting the learning process with auditory and visual multimedia

environments is believed to arouse student interest and indirectly contribute to student achievement and formation of positive attitudes towards the class. Use of videos in this manner can also ensure colorfulness during class by increasing student participation. Parallel with these insights, no previous studies are available on the effects of video clip use in teacher training in Turkey; neither in Educational Psychology classes, nor in other classes. Therefore, the study is expected to fill this gap in the field. It is also expected that the study will draw attention in educational circles as a suitable effort based on the use of video clips as instructional tools in line with the fundamental principle that the needs and interests of the learner should be taken into consideration during learning. In the relevant literature, it was understood that videos were used as instruments in the presentation of the lessons, and utilized as teaching technique called “microteaching” by providing feedback to the learner. Most of these researches were quantitative in nature and discussed the effect of learning technique and achievement and performance of the learners through descriptive and experimental way. *What makes this study significant was that the effect of the videos named “broadcast” which was commonly used in social network (Facebook and YouTube) was taken into consideration via a quantitative method in detail.* By means of this study, it was revealed that discussions and feedback upon watching videos made contribution to the internalization of the knowledge through social constructivism.

2. Method

2.1. Research Model

The study is a qualitative study. In qualitative studies, although the researchers arrive at numerical results such as “how much” and “how many”, they attempt to identify cause and impact such as how individuals interpret and how they make sense of their experiences (Merriam [22]). The study identified student views regarding the effectiveness of video clips used as classroom materials to realize the goals of the lesson. In this context, case studies were selected for this paper. The most basic characteristic of a qualitative study is the in-depth investigation of one or more cases. While all elements related to a case are approached holistically, the focus is on how individuals affect the case or how they are affected by it (Yıldırım and Şimşek [35]).

2.2. Working Group

The research group was composed of 153 students attending Amasya University Faculty of Education Classroom Teaching and Computer Education and Instructional Technologies (CEIT) departments during the spring semester of the 2012-2013 academic years. Data was collected from 120 students who participated in the study voluntarily.

Table 1. Participating Students and Their Characteristics

		n	%
Gender	Male	44	37
	Female	76	63
Total		120	100
Department	Classroom Teaching	80	67
	CEIT	40	33
Total		120	100

Table 1 shows that 37% of the students in the working group were males and 63% were females. This distribution is believed to be due to the fact that the number of female students is larger than that of male students in terms of ratio. Distribution of students based on department was found to be as follows: 67% Classroom Teaching, 33% Computer Education and Instructional Technologies.

2.3. Period of Implementation

The study was conducted in an educational psychology class taught to first year undergraduate students in the teacher training faculties during the spring semester of the 2012-2013 academic years. The researcher identified the short video clips associated with the lesson content to be used as classroom material during the instructional process from the following web address: www.youtube.com. These video clips were reviewed by two experts in the fields of educational psychology and educational technologies to assess appropriateness for the goals. Video clips selected in this manner were watched by students during the academic process, at the beginning, during and at the end of the class hour to arouse interest, maintain continuity and summarize the lesson. Students were asked to discuss the topic and present their ideas based on what they watched. Students viewed 13 videos during the implementation period.

2.4. Data Collection Method and Tool

Data was collected with a form composed of two open-ended questions. The researchers asked the students the following questions: “Please remark on the effects of using video clips during the instructional process of educational psychology class” and “What are your suggestions about using short videos during the class?”. The question form was presented to two experts in the fields of Instructional Programs and Educational Technologies to seek their suggestions regarding the appropriateness of the questions to the purpose of the study. Following the feedback from the experts, the questions were presented to students who were asked to reply in writing. The students were reminded to freely express their ideas and that participation was on a voluntary basis so that they were not supposed to write their names on their answers. The purpose of qualitative research method is to grasp and comprehend the social reality through the perspective of the individual. Therefore, data are generally subjective and the validity of the obtained

information depends on researchers' perception, comprehension and interpretation skills. Instead of generating generalizable information, qualitative research aims to provide in-depth and holistic information that is specific to study sample (Gall, Borg and Gall [12]).

2.5. Data Analysis

Qualitative data obtained in the study were analyzed by using descriptive analysis methods. Students were coded with the help of numbers and student views were read sentence by sentence to analyze them descriptively. Inductive approach was used in data analysis. Inductive approach is undertaken to reveal the themes that underline the data and the relationships between these themes (Yıldırım and Şimşek [35]). In the next phase, similar student views were tabulated by assigning frequencies to them followed by the formation of sub codes and themes that expressed student views. Student views were presented as direct quotations under the code titles. The quotations were not adjusted in any way and were provided as original. Relationships among the themes and code headings revealed by the analysis were associated with each other with the help of arrows to provide a visual model. Student views were provided in inverted commas while presenting findings related to content analysis and students were represented with the codes given to them. Coding was presented as in the sample below.

S9: "Use of videos allow us to move away from classical and boring narrations and let us participate more actively and hang on to every word during the class" (S9; the quotation represents the student coded as number 9)

2.6. Validity and Reliability

In qualitative studies, "validity" is related to the accuracy of the scientific findings whereas "reliability" is related to the repeatability of scientific findings (Yıldırım and Şimşek [35]). In this context, the following measures were taken to increase validity and reliability of the study. During content analysis, attempts were made to identify the themes as comprehensive as possible to include the related concepts but as limited as possible to exclude unrelated concepts. Attempts were made to associate the themes and the codes that formed the themes. The study was conducted on the principle of volunteering. In order to increase the external validity (transmissibility) of the study, the research process and the practices undertaken during the process were explained in detail. In this context, the research model, working group, data collection tool, data collection process, data analysis and interpretation were explained in detail. All findings were directly provided without interpretation. The addresses to retrieve the video clips used in the framework of the study are presented in the Annexes (Annex:1). For instance, students watched the video clip titled "children see,

children do (<http://www.youtube.com/watch?v=8AcWo3gbtBk>)" based on the learning goal related to how learning takes place in Social Learning Theory to give them opportunities to discuss their ideas.

3. Results

3.1. Sub Problem: What Are Student Views Regarding the Use of Video Clips?

Table 2 presents student views, frequencies and percentage values related to the effects of learning enriched with the help of video clips during the teaching process and Figure 1 presents the themes and sub themes created according to student views.

Table 2. Student views related to the effects of video supported learning

View no	Student Views	f	%
1	To provide memorability in learning	64	27,7
2	To arouse interest, increase interest in the lesson	28	12,1
3	To facilitate learning/ to ensure comprehension	28	12,1
5	To ensure concentration	22	9,5
6	To prevent boredom	16	6,9
7	To prevent monotony	12	5,2
8	To make the lesson more enjoyable	9	3,9
9	To address all the senses	9	3,9
10	To reinforce what is learned	7	3
11	To make the class interesting/different	6	2,6
12	To increase achievement	6	2,6
13	To increase curiosity	5	2,1
14	To contribute to form an enjoyable climate	5	2,1
15	To support learning with aspects from real life	5	2,1
16	To increase participation during class	3	1,3
17	To increase concentration	2	0,9
18	To keep the class lively	2	0,9
19	To prevent distractions in class that stops concentration	2	0,9
Total		231	100

According to Table 2, the most emphasized student views on the effectiveness of using videos during the instructional process are providing memorability (27,7%), facilitating learning (12.1%), arousing interest towards the class (12.1%) and ensure concentration (10.5%).

Figure 1 collects student views on use of videos during the instructional process under four themes as "participation during class, attitude, achievement and permanency". Participation during class theme is categorized in itself and consists of codes such as "increasing participation", "preventing boredom", "preventing monotony", "providing

concentration/ensuring concentration” and “arousing curiosity”. Achievement theme is branched out as increasing achievement, facilitating learning and reinforcing what is learned. Attitude towards the class theme has two sub codes that are “preference for the class” and “the lesson

climate/environment”. Lesson environment code has also sub codes titled “enjoyment and fun/entertainment”. Permanency theme has four sub titles called “memorability”, “observation (concretization)”, “associating with daily life” and “addressing the senses”.



Figure 1. Percentage values of themes and code titles related to student views on teaching-learning process enriched by video clips

1. Theme: Student Views Related to “Participation during Class” Theme

Students emphasized this code with a ratio of 27.8%. This theme is one that received the majority of the views. Students believed that videos used in learning process enriched by video clips increased attention, prevented boredom and therefore contributed to more participation during class both mentally and physically. Participation theme is composed of the following codes: “Increasing participation”, “not getting bored during class”, “preventing monotony”, “ensuring concentration”, “ensuring curiosity and interest”.

“*Increasing participation*” code: Students emphasized this code with a ratio of 1,3%. Students stated that videos ensure more participation in class since they aroused interest and prevented boredom. Some student statements in this regard are as follows.

S9: “Use of videos allow us to move away from classical and boring narrations and let us participate more actively and hang on to every word during the class”.

S62: “Videos help me gather back my thoughts just when I am about to lose all my concentration. I believe the lesson is more effective and better. We are not losing our concentration”.

“*Not Getting bored during the lesson*” code: Students emphasized this code with a ratio of 6,9%. Students believed that videos prevented them from getting bored during the lesson. The view below can be given as examples to this code.

S38: “I can get easily bored from classes with educational content, and lessons such as history. But then the lesson is supported with video both the lesson becomes livelier and the students are not bored anymore”.

S11: “Use of videos really affects me positively. I cannot participate in classes since I cannot speak much in class and I shy away from talking in public. Therefore I get bored in class. Your (turning on) videos during educational psychology classes increases my interest towards the lesson. Although I get bored in many of the other classes, I don’t get bored in this one”.

“*Preventing monotony*” code: Students emphasized this code with a ratio of 5,2%. Students thought that videos added color to the teaching-learning process and gave liveliness to the lesson. Some student statements in this regard are as follows:

S61: “I found the videos I watch very beneficial. The topic does not feel unrelated anymore and we comprehend it. It also prevents monotony in the classroom”.

S112: “Peppering the lesson with the videos keeps our interest alive and prevents the class from being monotonous”.

“*Concentration*” code: Students thought that videos were effective in ensuring concentration on the topic that was taught during class. They reported that videos helped concentration. Students emphasized this code with a ratio of 12,2%. Student views that can be given as examples under this heading are as follows:

S32: “Use of videos during class is an important tool by concretizing what is taught and presenting it to the student, I believe videos are supporting materials to increase student interest”.

S66: “I adapt better to the lesson since I find videos interesting. Visual content in the videos help us to place materials in our minds better”.

“*Curiosity*” code: Students expressed feelings of curiosity regarding the content of the video clips that would be used in the lesson. Students emphasized this code with a ratio of 2,2%. Student views in this regard are as follows:

S73: “One second loss of concentration while the topic is being taught makes you lose the train of thought. But in my opinion, when you watch a related video immediately after helps us fill the gap. A certain interest is created when you say we will watch a video. That plays an effective role in learning”.

S10: “After each topic, there is a continuing expectation whether there is a video to watch. When there is none, we fell like off!. That’s the only negative aspect I can mention. Videos should definitely be included in classes”.

2. Theme: Student Views Related to Achievement

Analysis of student views under the theme “achievement” shows that 17.7% of the views are related to achievement. Students reported that use of videos during the learning-teaching process positively supported and facilitated their learning. Achievement theme is composed of the following themes: “increasing achievement”, “facilitating learning” and “reinforcing learning”.

“*Increasing achievement*” code: Students believed that use of video clips positively contributed to student achievement. S49 reported that “*When someone comprehends the topic visually, it is not easy to forget it. I believe this will help in the exams*”.

“*Reinforcing learning*” code: Students emphasized this code with a ratio of 3%. Students expressed their belief that video clips will contribute to the reinforcement of what is learned. Some student views in this regard are as follows:

S48: “When the purpose of video use is to reinforce the topic and if the videos are used according to purpose, it will be a successful method to reinforce the lesson and facilitate comprehension”.

S81: “For instance, the video about family attitudes affected all of us to a great extent and reinforced what we know about the topic”.

“Facilitating learning” code: Students emphasized this code with a ratio of 12,1%. They believed that videos facilitated comprehension of the content and contributed to their learning. Student views that supported this belief can be sampled as follows:

S38: “Memorability increases with video use. When we see the question in the exam, we remember it easily. Videos bring to dead topics to life and facilitate their comprehension”.

S6: “They help us comprehend the topic better. They make the lesson more productive. Because we quickly lose interest in classes that do not involve computers or videos and teachers who speak with a monotonous tone of voice get us bored very quickly”.

3. Theme: Student Views Regarding the Theme “Permanency”

Students believed that the biggest effect of video clips used in classes was related to permanency of what was learnt and contributed to long term memory (33.8%). Permanency theme includes the sub titles of “association with daily life”, “memorability” and “addressing the senses”.

“Memorability” code: Students emphasized this code with a ratio of 27.7%. Examples below can be given to student statements in this respect:

S46: “For instance, everyone more or less knows the formation stage of the baby in the mother’s womb. But when we watched the video that day, we witnessed how the baby’s heart and other organs formed and I believe that was more permanent”.

S59: “When explanations are supported by visuals, they are more permanent. Videos are crucial in this regard. You observe the experience personally which it increases its memorability. For instance I still recall the case of the student we watched during the last lesson”.

“Association with daily life” code: This code represented the belief that videos provide permanent ties with what is learned by associating them with daily life. Students emphasized this code with a ratio of 2.2%. Examples below can be given to student statements in this respect:

S41: “Classes become a part of life with the help of videos and they are not the things to be memorized anymore. In my opinion, what is important in classes is not memorizing facts but how they can be used in real life. Videos increase the applicability of the lesson”.

S67: “With the help of videos, we observe the theoretical knowledge in social and daily terms. We support what we have learned with aspects from the real life”.

“Addressing the senses” code: Students stated that video clips addressed the senses. It was believed that videos served visual senses as well as auditory senses in the learning-teaching process by creating an environment of motion and images along with verbal explanations. Students emphasized this code with a ratio of 3.9%. Some student statements are provided below:

S53: “Permanency of knowledge is directly proportional to the senses that are used during learning. Therefore, videos that visually support classes contribute to the permanency of knowledge to a great extent”.

S26: “One of the good aspects of using videos is that fact that they address visual intelligence. Not everyone in the class understands what is told. Sometimes it is the friends who make visually permanent. It can be used to have them understand the lesson better”.

4. Theme: Student Views Related to Theme “Attitude”

Students emphasized attitude theme with a ratio of 20.8%. Preference for the class and positive affect codes are included under this theme. Positive affect code has the sub codes of, “enjoyable” and “entertaining/fun”.

“Preference for the class” code: Students believed that videos used during the lessons affected them positively (14.7%). Student views in this regard can be sampled as follows:

S12: “I really enjoy the fact that explanations are visually supported with the use of videos. My interest towards the lesson rather increased. In terms of information, what is taught is not unrelated anymore and they leave permanent traces with the help of visual presentations”.

S61: “I find the videos I watch very beneficial. We do not watch them to fill the time, they are really useful. I would like to express that I would be very happy if the practice is continued.”

“Positive affect” code: Students reported that they enjoyed the class and had fun when videos were used in the classes. Students emphasized attitude theme with a ratio of 6,1%. Student views in this regard are presented below.

S16: “I support the use of videos. Because they break the monotony and make the lessons more enjoyable and fun”.

S28: “Since the information included in the videos is transferred to memory visually, the use of videos makes the topic more permanent and allows learning to be enjoyable”

3.2. Sub Problem: What Are Student Suggestions Related to Using Video Clips during the Teaching-learning Process?

Figure 2 presents the suggestions provided by students related to video use during classes. These suggestions are: selecting the videos according to goals of the lesson, high quality sound and image in the selected videos, deciding on the number of videos used in the class carefully and selecting videos that will not take the whole class hour.

Students expressed the points that needed to be taken into consideration during the use of video clips as can be found in the following samples statements.

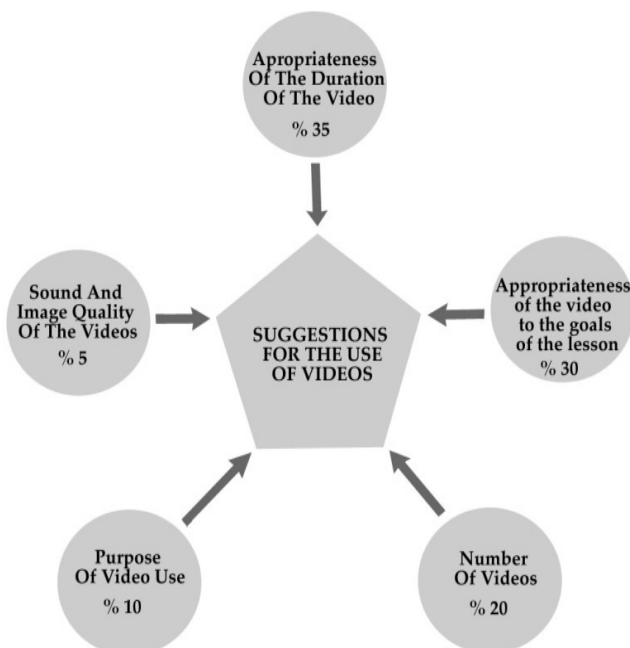


Figure 2. Student suggestions related to the use of video clips during the teaching-learning process

S3: "Some videos are not interesting for students and they start to lose concentration. If that happens again and again, students will be disheartened. Therefore it is important to select videos that are in line with the goals of the lesson".

S55: "There is a point about this issue which we should not let it go. The videos used in the lesson must support the content of the lesson and the topic. Even if there is the slightest difference, the students will misinterpret it and think differently. While the videos used in the class can include learning goals, they can also be the entertainment value of the class".

S47: "It is another problem when the teachers always teach with the help of videos because; the students will get bored by it after a while,"

S111: "The existence of a narrator who continuously speaks during the video, lack of intelligibility of the narrator, lack of fluency will decrease attention directed to the video. Therefore the selection of videos is important".

S48: "When the videos are boring, the individual

may feel distant to the lesson".

4. Discussion

In this study, the teacher identified the student views on effects of video clips used for effectiveness and increased quality in of teacher training programs educational psychology classes. When the views of participants were regarded holistically, five general themes were found: "participation during class", "positive attitude", "achievement", "permanency of learning" and "suggestions". Examination of "participation during class" theme provided the following codes: "Increasing participation", "not getting bored during class", "providing concentration/attention" and "curiosity". Achievement theme consisted of: "increasing achievement", "facilitating learning" and "reinforcing learning codes". "Attitudes towards the class" theme included two themes: "preference for the class" and "the positive affect". Positive affect also included two sub codes identified as: "enjoyment" and "fun". Examination of the theme permanency provided student views under three codes that were "memorability", "associating with real life" and "addressing the senses".

Teacher candidates emphasized that using video clips as supporting materials during classes had the greatest effects on: providing memorability (27,7%), facilitating learning (12,1%), arousing interest towards educational psychology class (12,1%) and ensuring student interest/attention (10,5%). In their study, Bitter and Legacy (2008) reported that use of technological materials in teaching and learning environments ensured relevance by providing visuall and animation support. The general senses in used learning are as follows: vision 75%, hearing 13%, taste 3%, touch 6% and smell 3% (Baytekin [2]). It is stated that 94% of learning takes place with the help of vision and hearing (Rüzgar [28]). As tools that provide both vision and auditory input, videos are important in ensuring student participation and motivation towards learning (Büyükkaragöz [7]). Positive effects reported by the students in the study both in terms of visual and auditory senses are supported by the literature as a highly acclaimed view.

Cruse [8] identified that multimedia tools, such as videos, that are utilized in classroom environments positively affect student achievement and motivation. It is reported that TVs and videos used in the class highly contribute to learning and increase student motivation to increasing 70%. The current study also reported that the videos used during classes were effective in the achievement of the teacher candidates (17,1%) and participation during class (27,8%). Videos expand student knowledge by providing opportunities for group discussions and obtaining higher level cognitive skills (Denning [11]). In a study, McConville and Lane [21] observed the change in nursing students' self-efficacy beliefs by using video clips. The study found that use of video clips had positive effects in increasing students' self-efficacy in dealing with negative situations. According to research

findings, McConville and Lane [21] regard video clips as effective tools in increasing students' self-efficacy. In their study, Nikopoulou-Smyrni and Nikopoulos [24] emphasized that learning environments supported with the use of short videos were as effective as standard learning processes that videos increased student interest towards the topic and had positive effects in increasing student motivation and attention. In an experimental study, Bester and Brand [4] reported significant differences in the favor of the experimental group that was taught with technological materials in terms of achievement and interest towards the lesson. Based on student views, this study also shows that video clips support academic achievement by increasing achievement (2.6%), facilitating learning (12.1%) and reinforcing what is learned (3%). These findings are consistent with findings in the literature.

With a 12.2% ratio, students reported the positive effect of video clips in increasing attention. According to Hale and Lewis (1979), the critical factor in the learning process is attention. When there is not sufficient attention, sufficient learning will not take place. Student views regarding the fact that video clips help them focus their attention to the lesson are parallel to this finding. Another finding of the current study was related to positive attitudes towards classes in which videos were used (14.7%) and the preference for classes in which videos would be used and instructors who would use videos.

Participants also developed some suggestions for higher efficiency of videos used in classes. Based on these suggestions, the videos are expected to be appropriate in terms of duration, lesson goals and number. This emphasizes that their use should not be exaggerated, videos should not cover the whole class hour, and have sufficient sound and image quality.

Harris, Mishra and Koehler [17] also identified some principles for more effective outcomes when technological materials, including videos are used in classes. One of these principles is the identification of students' learning needs and determining how technology will help overcome the difficulties students face and how their needs can be met through technology.

Based on research findings, use of educational video clips can be suggested since videos allow for more effective learning environments by arousing student interest, helping focus on the topic, helping refocus when interest wanes and helping students reach learning goals via sound and images. Researchers are urged to undertake experimental studies in line with the findings of the study. As an implication for further studies, It is believed that designing an experimental study aiming to determine the effectiveness of the broadcasts will provide more reliable outcomes about the use of this technology in the classroom.

Annex

- 1-Effects of parental attitudes on child development:
<http://www.youtube.com/watch?v=2J6mu0sX50k>
- 2-Actualization of Social Learning Theory:

- <http://www.youtube.com/watch?v=8AcWo3gBtBk;>
http://www.youtube.com/watch?v=NjTxQy_U3ac
3-Effect of the Anal Stage on the development of personality of the child:
<http://www.youtube.com/watch?v=qY1KgDpxqXE>
4-Stages of physical development; pre-natal
<http://www.youtube.com/watch?v=AFU-GBKj29w>
5-Piaget stages of mental development
<http://www.youtube.com/watch?v=GLj0IZFLKvg&list=PL8648B2E5C69EF71F;>
<http://www.youtube.com/watch?v=gA04ew6Oi9M&index=3&list=PL8648B2E5C69EF71F>
6-Kohlberg Moral Development
<http://www.youtube.com/watch?v=yIpRK2WsmAw>
7-Factors that affect learning Importance of teaching:
<http://www.youtube.com/watch?v=6CXYXhlwhzM;>
Student motivation:
<http://www.youtube.com/watch?v=Wx4c0WijBbM>
8-Pavlow's principle of classical conditioning
<http://www.youtube.com/watch?v=ifzbK5HfUSM>
9-Positive and negative reinforces in learning
http://www.youtube.com/watch?v=B_9ZZaPdtPk;
<http://www.youtube.com/watch?v=AK32448CgKE>

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