



„Learning by teaching“

Video tutorial production in teacher education

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Background

Digitalisation requires a rethinking of traditional teaching/learning scenarios. Since video tutorials play a substantial role in today’s knowledge transfer and the relevance of own production of explanatory videos for the vocational field of nutrition and home economics has been shown^[1], the teaching method „tutorial production“ is embedded in didactical seminars of teacher education in the vocational field of nutrition and home economics in the context of the BMBF-funded project TUB Teaching 2.0.

Facets of video tutorial production

- Promotion of explanatory skills
- Increase in learning motivation due to contemporary setting (dt.: „Lebensweltbezug“)
- Intensive dealing with the topic
- Fostering of creativity
- Strengthen of visualisation skills
- Promotion of media competency, especially hardware/software of video production
- Facilitation of group work

Brief outline of the seminar in teacher education

The teaching method of video tutorial production is introduced and the process of tutorial production in class (Fig. 1) is outlined. Requirements and potential challenges and benefits of the method are discussed. In an experiential approach, the students are assigned in groups to produce a tutorial of a topic relevant to the occupational field of nutrition and home economics to be determined in cooperation with practical partners in Ko-Labs. The video tutorials are reviewed, the film production process is reflected and a transfer of the assignment to VET school students is discussed.

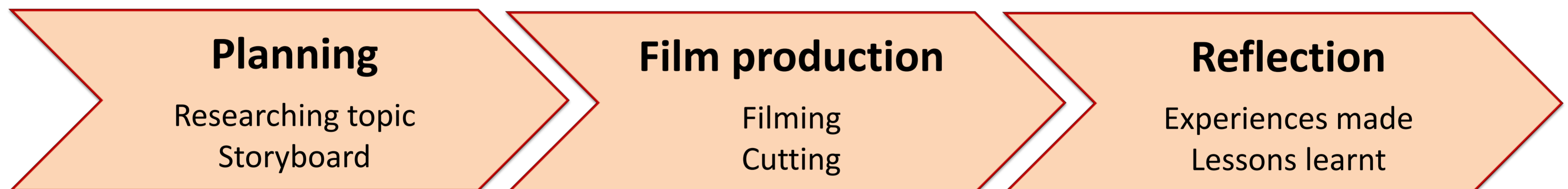


Fig. 1 – Teaching method „video tutorial production“ - Phases of the tutorial production process in class^[2].

Road to success

- Free software does not always lead to a film free of watermarking.
→ Provide information and possibly tutorials on suitable software for cutting and filming.
- Tutorials are not to be recipes, explanations need to be provided.
→ Outline assignment precisely, give examples.
- Tutorials need to be correct with regards to content.
→ Review storyboard before filming, provide literature and links.
- Assignment is very time consuming.
→ Factor in enough time while lesson planning.
- Audio quality is to be adequate.
→ Provide microphones for laptops and smartphones.
- Copyright protection (content, music, figures, ...) is mandatory.
→ Provide information on copyright, creative commons and correct referencing.



Literature

¹GITTER, M. (2019): Eigenproduktion von Erklärvideos in der Lehramtsausbildung der beruflichen Fachrichtung Ernährung und Hauswirtschaft. HiBiFo 3/2019, 86-101. doi: 10.322/hibifo.v8i3.07.
²WIEMER, C. (2015): Autorenlernen als Form des Tutoriums - Tablet-Einsatz mit System. In: bwp@ Spezial 9 – Fachtagung Ernährung und Hauswirtschaft – Herausforderungen und Chancen zwischen Heterogenität, Inklusion und Profilbildung, hrsg. v. Kastrop, J./Kettschau, I./Martin, M./Nölle, M./Hoff, A., 1-14. Online: http://www.bwpat.de/spezial9/wiemer_ernaehrung-hauswirtschaft-2015.pdf (10.09.2019).