Action, Cut, Learn The EDIT - Educational Video Challenge as an example of international online cooperation by teachers and teacher students

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Die internationale Online Kooperation beschäftigt sich mit der Bedeutung von "Video in der Lehrer/innenbildung und in der Schule und berichtet über die Ergebnisse von Forschungsprojekten. In limitierter Zeit im sogenannten "Hackathon Style" produzieren Lehramtsstudierende aus 11 Ländern Lehrvideos, die von einer internationalen Jury prämiert werden. Der Artikel ist in englischer Sprache, da die beiden Autoren aus Finnland und Österreich kommen.

This article describes the EDIT - Educational Video Challenges which has been established five years ago by Oulu University

of Applied Sciences, Oulu, Finland and Pädagogische Hochschule Oberösterreich, Linz, Austria. Students from 12 universities in 11 countries produce "educational videos" in limited time in a so called "hackathon style", which are jugded by an international jury. This article describes the practice of international online cooperation, reviews the importance of video in higher education and education in general and reports about research projects which have been implemented to accompany the EDIT challenges. The article is in English, because of the different geographical backgrounds of the authors.

The role of video in education and therefore in teacher education as well, is continuously gaining importance. Terms like e-learning, online education, flipped classroom, digitalization, mobile learning etc. dominate educational discussions all over the world.

The concept of the 'flipped classroom' bears enormous possibilities for the use of video. When most of the content that was traditionally provided by face to face lectures at school can be listened to, read or viewed at home, face to face time at school can be used for practicing and exercising. Additionally, the "flipped classroom" concept could boost e-learning activities by giving the online tools relevance, as opposed to widely used "digital exercises" which sometimes "force" educators to didactical regression due to technical limits.

Self regulation of learning is quite a challenge for most learners. Usually people face difficulties when practicing on their own. Videos and other online content can provide versatile opportunities for learners to study at their own pace and internalize the content at home at their own speed. Pedagogical design, online instruction and scaffolding of learning processes aim to support the students and point them in the right direction. Providing flexible learning material and tasks with quality instruction and assistance by the teacher can be of great advantage for personalization, differentiation and individualization in European classrooms.

In informal education video tutorials have become an often used resource for all kinds of activities and tasks. "How to" or tutorial- videos are some of the most popular online videos. Everyday problems like sewing on buttons, turning the main water switch off or tying your tie are being solved by the use of video tutorials available on platforms like YouTube or Vimeo. Contradictory to this, the use of video in formal education is still rather limited in its application and varies between different countries and regions. Also in European teacher education curricula learning to use video as an educational tool has not been implemented to the extent which would reflect its possibilities. There are evident challenges regarding equipment, laws concerning privacy, publishing and copyrights but also huge opportunities since the use of video has become such an everyday activity.

The implementation of video related activities in teacher training seem to have several advantages. Gaudin & Chaliès (2015: 53) point out that positive effects such as heightened motivation, optimized selective attention and knowledge-based reasoning and improve classroom practice. Several studies have come to the conclusion that video usage may help to activate, acquire, and apply knowledge in a meaningful way (Blomberg/Renkl/Sherin/Borko/Seidel 2013; Brophy 2004; Goldman et al. 2007).

Modern educators often use team teaching in their work. Teachers continuously instruct and facilitate the students' collaboration. Therefore, similar working methods should be applied during pre-service training as well. The work process of a video production seem to support collaboration and problem based learning (Hakkarainen 2011).

The vast majority of videos produced by higher education organisations are lecture capture videos. A traditional lecture or an online lecture recorded onto video has its value as seen in the survey conducted by one of the major video learning platform provider (Kaltura 2018). But lecture captures and popular "how to" – videos on YouTube certainly highlight only parts of the educational potential that videos have in the learning process.

These are the reasons why over the last five years the Pädagogische Hochschule Oberösterreich, Austria and the Oulu University of Applied Sciences, Finland have developed EDIT – Educational Video Challenge. EDIT is an event that promotes the international cooperation, educational video production and the competences relevant to the video pedagogy and video production process in European teacher education institutions. Starting only with two schools, EDIT grew fast and now involve 12 universities from 11 different countries across the whole continent from the UK to Israel and from Finland to Spain.

A low-threshold and flexible organizational structure makes it easy for universities to join. A steering team with members from all participating institutions is responsible for the planning and the realization of the yearly events. Local organizers are mostly university educators and staff members who work with teacher training.

The EDIT challenges are carried out in a hackathon style, taking up the tradition coming from computer programming where the task is to solve programming problems in a limited amount of time. Similar challenges exist in film making but not from the point of view of education or teachers creating videos. The teams who make the videos work at the same time in different countries and use the same online study materials. A website designed by Pädagogische Hochschule Oberösterreich provides all rules and criteria, as well as tutorials, definitions and training for the participants. In addition, students can take local workshops and have an opportunity to get local assistance since no prior skills of video production are required in the event.

The videos will be assessed based on their artistic quality, technical merits and the educational value of a video which is the main assessment criterion for the international jury with at least one member from each participating country.

The definition of "educational value" is the result of a discussion process among steering team members of the various countries. Parts of that process have been recorded as panel discussions which serve as a

guideline to participating student groups and jury members and are provided via the project's website.

The educational value surely is the main focus of the event since any educator who chooses to use videos in the teaching and learning process would have to argue why a video is an effective tool to achieve "value" in learning. Especially for pre-service teachers this value is not very easy to define. One of the guidelines had been the understanding of video pedagogy – how video is embedded into the learning process? Who is the learner and what kind of learning is happening or expected to happen with the help of video? One way to explain video pedagogy is to use a classification of different kinds of pedagogical videos according to their pedagogical script (Länsitie & al. 2016).

Every submitted video has to include a description formulated by the production team stating what it considers to be the educational value of the clip. After the four day production period, students and educators at the participating universities reflect together on the relevant criteria and select a limited amount of videos for participation in the international competition. The international jury then decides on the winning videos based on a clear criteria catalogue developed by the steering team. That catalogue again puts the main focus on educational value.

The EDIT - Educational Video Challenges are sponsored by the online digital storytelling platform "Wevideo" and cooperate with the "Media & Learning Association" based in Belgium. "Wevideo" provides a good tool for further development of International online cooperation within the EDIT project and is therefore an important partner by allowing collaborative projects run by people not being at the same location. Cloud editing and online storytelling are tremendous tools for educators in this digital age.

The winners of the EDIT 2018 competition will be invited to the 2019 Media & Learning Conference at KU Leuven and have an opportunity to present their video and production process in a screening within the conference program. The conference itself has a focus on videos in higher education.

As the EDIT aims to grow with new partners, the main focus is in providing the students with interesting and impactful learning experiences. Future teachers should have the skills to work with digital tools and media. The overall goal is to enhance the quality of learning experience. So far, the local surveys following the EDIT challenges have shown that students feel that they have enjoyed the event, learned a lot in a very short time and that their competence in educational video production has improved. The international feedback reveals similar experiences and answers (Stevenson & al. 2016).

The future challenge of the event is to keep growing and developing the event and the use of video in education. The obvious aim is to have teachers carry out this kind of video related activities during their service years but there should certainly be more support for them. Examples such as EDIT can provide schools an online community and an opportunity to keep up with latest pedagogical and technical developments involving videos.

Details about the EDIT challenge can be found on the website: www.editvideochallenge.org

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