

MICRO CASE STUDY

The Role of Video Materials: Bridging Theory and Practice

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In the hospitality sector, **understanding the background of the final product** offered to customers is crucial for future students aiming to work in this field. I have **limited opportunities to visually demonstrate** the topics to my students in practical classes. In the previous academic terms, we used to visit hotels with my students, but over time, this method became **quite costly in terms of time and organization**. Therefore, I tried to visit hotels myself and shoot videos with my phone, and conduct interviews. However, the results were somewhat amateurish. **Could you evaluate these videos, which I plan to use in my lessons, from the perspective of educational science regarding the learning-teaching process?**



Approach to Solve the Problem

OLTE Instructional Design Consultant reviewed the videos and course materials, and learned all the details about how the class was managed by the instructor. In this course, it was determined that **video usage is an effective method** in the learning-teaching process from many perspectives. Therefore, it has been decided to **design educational videos**.

- 1 Videos provide the opportunity to observe all processes related to **real-life scenarios** in the industry. They allow students to see **how theoretical knowledge acquired in class and practical exercises** conducted in sample hotel rooms are applied in real life (Clark & Mayer, 2023; Mayer, 2009).
- 2 Learning through visualization facilitates **easier comprehension and retention** of information (Mayer, 2009; Paivio, 1986).
- 3 Students can access videos **independently** of time and location. This enables the **learning process** to be more **flexible** and **efficient** (Giannakos, 2013; Kay & Kletschin, 2012).

4 Videos replace hotel tours, **reducing costs and simplifying the organization process**. The impossibility of physical tours during the pandemic has made such learning materials **even more important**. (Johnson, 2013).

i Video shooting and editing were carried out by **Corporate Communications**, while OLTE provided consultancy throughout the entire process in terms of project management, message design, and instructional design dimensions.

Solution Suggestions

The important elements observed throughout the entire process of video production are listed below:

1 Content Planning

Short scenarios were prepared for each video before shooting. Attention was paid to keeping the **video durations short**, therefore the content was divided into **meaningful segments**. Learning occurs more effectively when content is appropriately segmented (Mayer, 2009).

- The durations of the existing videos were quite long, so the video lengths have been shortened.*

2 Interviews and Real-life Examples

It was decided that videos featuring interviews with hotel staff and practical examples would **enrich the content and contribute to students' learning by capturing their interest**.



3 Use of Professional Equipment

Collaboration with *Corporate Communications* was established for professional video production. Prior to shooting, the team was briefed on **essential considerations for educational use**, such as video durations and appropriate framing of instructional guidelines on screen.

4 Editing and Post-Production

Collaboration was conducted with the course instructor to identify sections that needed to be removed from the videos and to enhance the content with appropriate visuals/instructions. Subsequently, **after considering OLTE's recommendations for message design, the videos were edited by Corporate Communications**.

- It was determined that the existing videos lacked any text/visuals supporting the content. To **facilitate better learning**, some **text/visuals related to the content** have been added to the videos. (Mayer, 2009).*



Feedback

Academician



"Through the videos, we are able to show our students the real-world of the hospitality industry. Reinforcing theoretical knowledge **with real-life examples** helps them **better understand** and **make their learning more enduring**."



"**Shortening the videos** was very effective in **capturing students' attention**, and **highlighting key words** on screen also **facilitated their learning by drawing their focus to important parts**."



"Organizing hotel tours has become increasingly costly and time-consuming. By moving these tours to a virtual environment through videos, **we have not only reduced costs but also lightened the organizational burden**."

Students



"The interviews in the videos are very **genuine and natural**, but since this is a practical course, I believe that more detailed demonstrations could be provided in the explanations. This would help us grasp the topics better."



"In the videos, the interviewees were professionals who did not speak English as their native language. I found it challenging to understand some parts, but **the written details provided in the video effectively resolved this difficulty**."



"The videos were very useful in **showing how what I learned can be applied in real life**. Seeing the practical applications of what was taught in class helped me better understand the topics."



"I really liked the approach of keeping the interviews casual and conversational rather than overly professional, as it made **the videos more genuine and engaging to watch**."



"In the course, having **easy access to the videos** whenever I forget any topic, term, concept, or information has been a significant advantage. This has greatly **supported my learning process**."

Reference

- Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.
- Giannakos, M. N. (2013). Exploring video-based learning research: A review of the literature. *British Journal of Educational Technology*, 44(6), E191-E195.
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- Kay, R. H., & Kletskin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computers & Education*, 59(2), 619-627.
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