Video resources: Policy Perspectives, Concept, Format & scope

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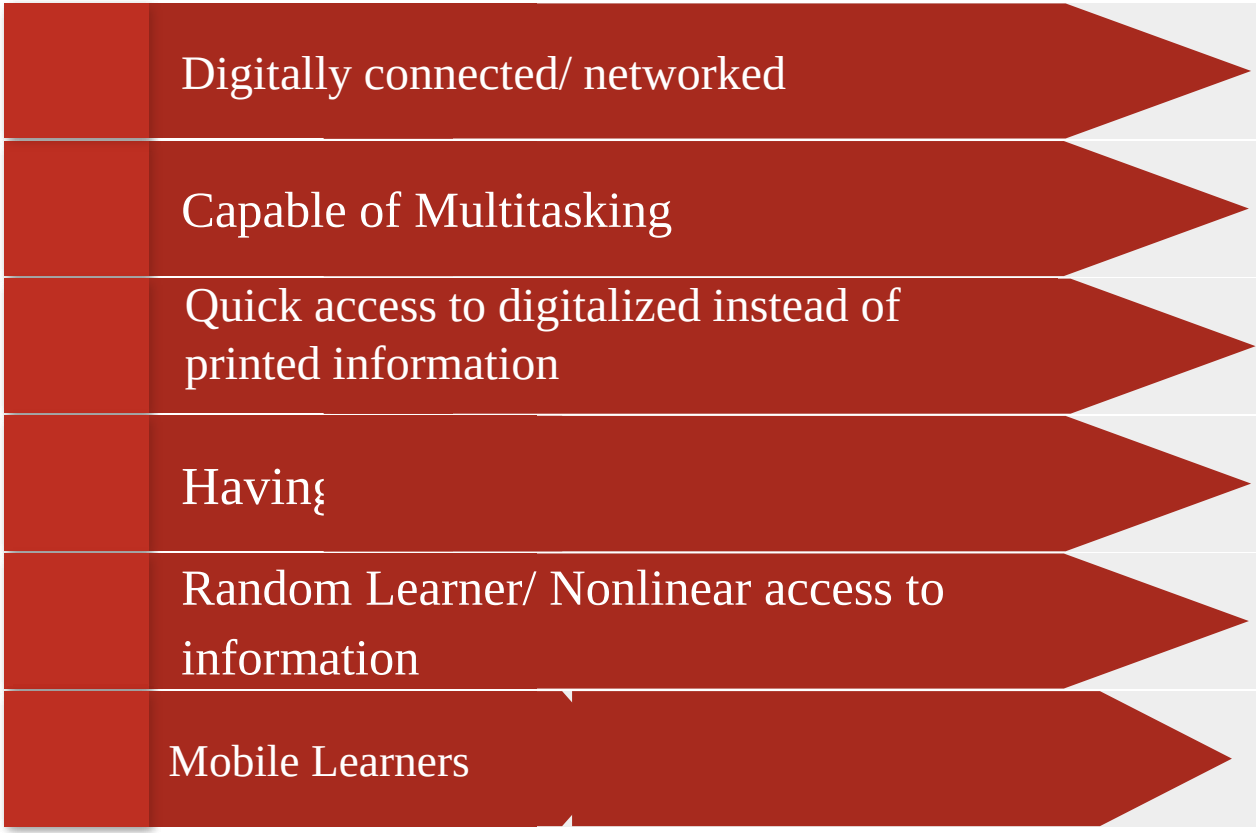
Learners: Digital Natives



NEP Policy Perspectives

- **NEP 2020 stated in clause 23.6, "Teaching-learning eContent will continue to be developed by all states in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/ institutions, and will be uploaded onto the DIKSHA platform."**

- **Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.**

- **Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices.**

- **A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. [24.4 (d)].**

- **A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. (24.5).**

Why Video Resources?

https://www.menti.com/altr86r7fawd

Why Video Resources?

Engagement
Videos are highly engaging due to their combination of visuals, audio, and motion.

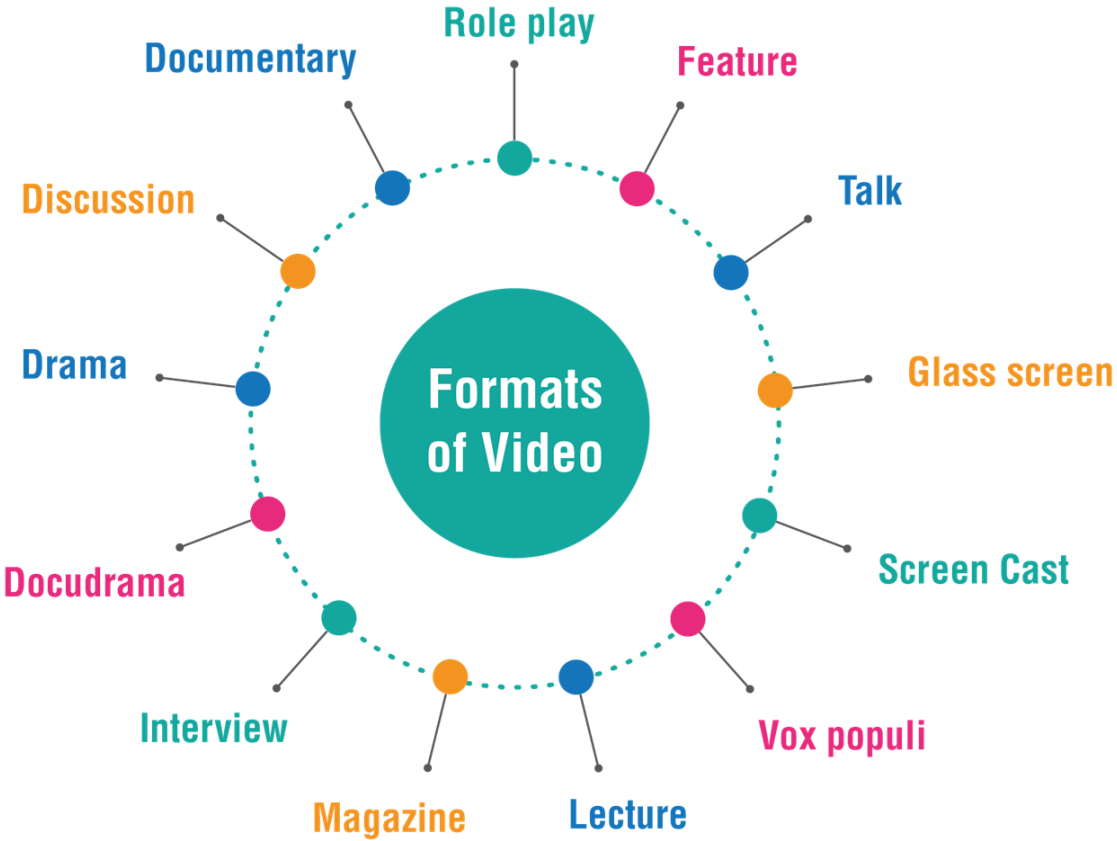
Multimodal Learning
The combination of visual and auditory elements in videos helps reinforce learning through multiple sensory channels

Storytelling
Effective storytelling in videos can immerse viewers in a narrative

Visual and Auditory Learning
Many students have different learning styles, and video resources cater to visual and auditory learners by presenting information through both visuals and sound.

Interactive
Videos can incorporate quizzes, clickable links, and other engagement features, promoting active learning and knowledge retention.

Presentation Format



Forms of eContent that can be integrated in Video

Multimedia

- Interactive Media
- Maps
- Simulation
- Audio
- Video
- Interactive Timelines
- Slide Shows

Text

- Advertisements
- Mind Maps
- Infographic
- Diagrams
- Flow charts
- Graph

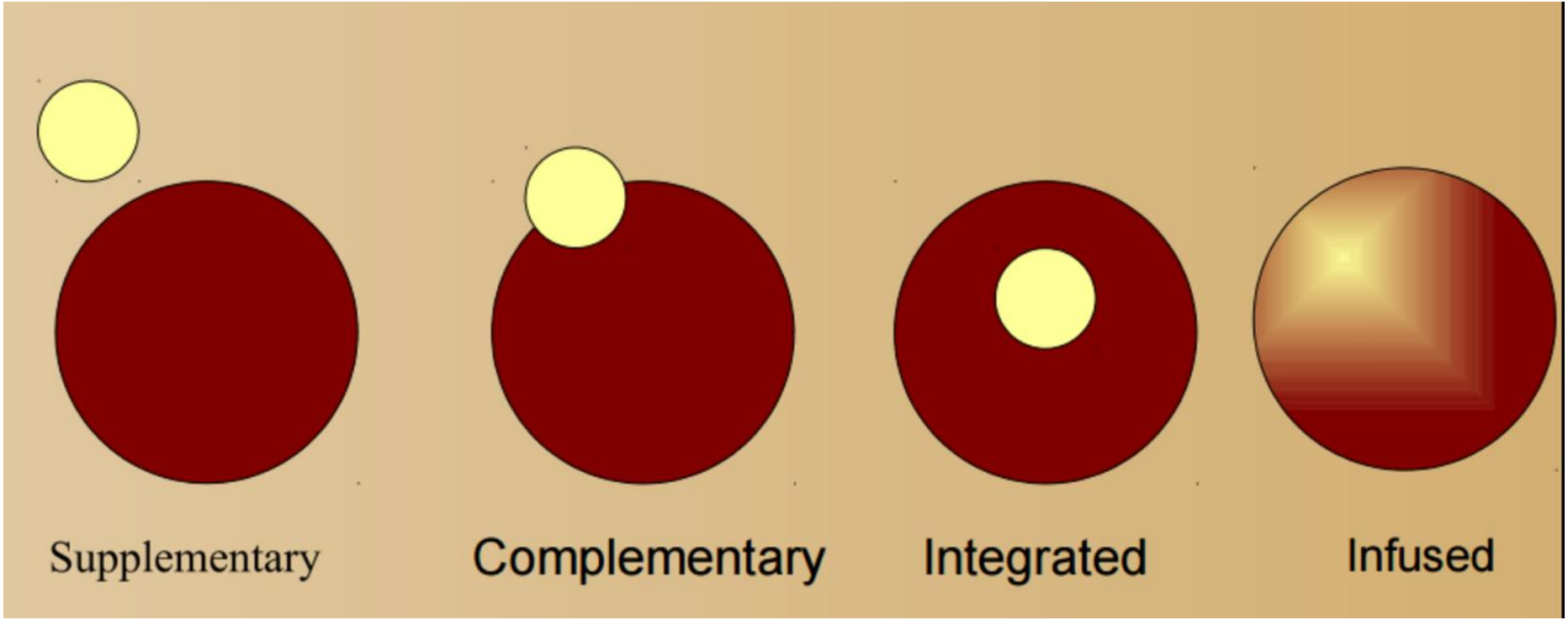
Audio/ Video

- Photographs
- Videos
- Podcasts
- Animation
- Cartoons

When to use Video Resources?

- ❑ Pre Lesson
- ❑ Mid Lesson
- ❑ Post Lesson

How to use Video Resources?



- **Substitution:** ***a direct tool substitute, with no functional change***

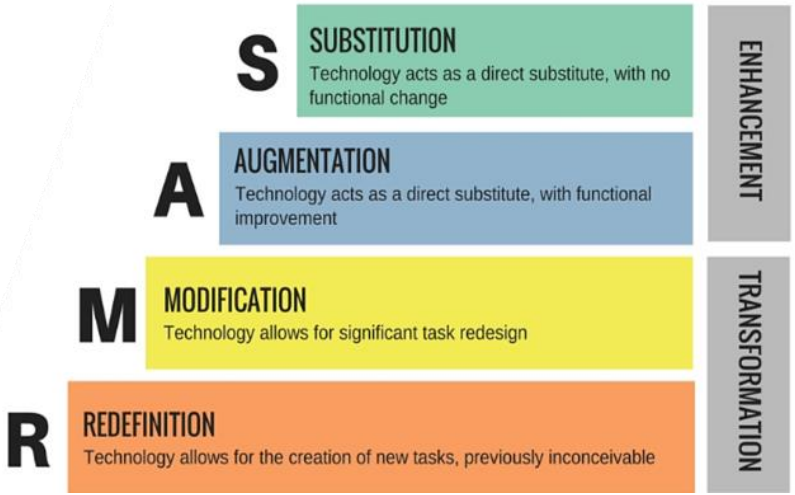
A direct tool substitute, with no functional change, for example, a video recording of a classroom lecture on water quality, made available for downloading by students; students are assessed on the content of the lecture by written exams at the end of the course.

- **Augmentation:** ***a direct tool substitute, with functional improvement***

The video lecture is embedded in an LMS, and edited into four sections, with online multiple-choice questions at the end of each section for students to answer.

- **Modification:** ***significant task redesign***

The instructor provides video recordings of water being tested, and asks students to analyse each of the recordings in terms of the principles taught in the course in the form of essay-type questions that are assessed.



(Source: https://commons.wikimedia.org/wiki/File:The_SAMR_Model.jpg)

Examples taken from Teaching in a Digital Age -A.W. (Tony) Bates

- **Redefinition:** ***creation of new tasks, inconceivable without the use of technology***

The instructor provides readings and online guidance through the LMS, and students are asked to record with their mobile phones how they selected samples of water for testing quality, and integrate their findings and analysis in the form of an e-portfolio of their work.

Videos can be:

- Curated

- Developed