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## PEDAGOGICAL CRITIQUE OF A VIDEO LESSON TRANSACTION PACKAGE IN CREATING AN INCLUSIVE CLASSROOM

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### Abstract

Regular innovative classroom interventions and its effectiveness studies are needed to measure progress in learning and make the learning levels visible in a way that can be understood widely. Strengthening research on classroom transactions and learning achievements is the long-term solution to improve the teaching learning process. Starting with regular research of teacher needs which will determine individual gaps/needs in teachers, high-quality transaction programs need to be deployed for student’s achievement. Information and Communication Technology can be used as a tool to provide such high yielding achievement results. Experts to ensure high-quality resources – including videos, teaching material and assessment practices, can moderate the resources available in the National Repository of Open Education Resources (and other open education resources). There is a need to research and develop ways to use innovative methods, strategies and technology to drive the change we desire. The focus should be on creating new, high-quality content such as intelligent teaching systems and tools that will help students to enhance basic learning skills. ICT-based remediation programs should be encouraged. This may include initiatives in school with academic support from State Council of Educational Research and Training (SCERT) or District Institute of Educational Research and Training (DIET).

**Keywords:** Educational Video Program, Learning, Pedagogy.

### Introduction

#### Quality of Education

Regular innovative classroom interventions and its effectiveness studies are needed to measure progress in learning and make the learning levels visible in a way that can be understood widely. Strengthening research on classroom transactions and learning achievements is the long-term solution to improve the teaching learning process. Starting with regular research of teacher needs which will determine individual gaps/needs in teachers, high-quality transaction programs need to be deployed for student’s achievement. Information and Communication Technology can be used as a tool to provide such high yielding achievement results. Experts to ensure high-quality resources – including videos, teaching material and assessment practices, can moderate the resources available in the National Repository of Open Education Resources (and other open education resources). There is a need to research and develop ways to use innovative methods, strategies and technology to drive the change we desire. The focus should be on creating new, high-quality content such as intelligent teaching systems and tools that will help students to enhance basic learning skills. ICT-based remediation programs should be encouraged. This may include initiatives in school with academic support from State Council of Educational Research and Training (SCERT) or District Institute of Educational Research and Training (DIET).

Classrooms are considered to be the centres to facilitate learning among children. The NCF-2005 considers teachers as facilitators of learning. Students are treated as creative learners. The teachers are supposed to create a congenial environment for facilitating learning. This demands creative thinking, planning, organization and management of classroom processes on the part of the teacher. It is very essential that teachers need to be trained in these areas so as to make them the facilitators of learning in a real and practical sense. In education it involves teachers making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom.

The stakeholders are always interested to know the outcomes of learning. For each type of stakeholder, the question of concern may be different. Students want to know if they are learning, and if so, how well. Assessment feedback for students should ensure that students know what they can do, and what they cannot and how to correct their mistakes. Families and communities want to know if children are learning and how useful school is as a contribution to community life. Teachers want to know what students are learning, and schools want to know if teachers are doing a good job. Education systems want to know if student learning is consistent with curriculum standards, if schooling is efficient and if students are well prepared for the challenges of life.

Without question, this generation truly is the media generation. Media devices are becoming increasingly portable, and as they spread even further through young people’s environments—from their schools to their every span of life. Anything that takes up this much space in young people’s lives deserves our full attention. Videos remain the dominant medium of choice. Turning our full



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attention as educators to this fact requires harnessing the power of Educational Video Programs (EVP) for teaching and learning. Other aspects of video that have been demonstrated to engage students in active learning are its address to multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers. One of the greatest strengths of video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place. Videos may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language. First, video-based contexts provide rich sources of information with opportunities to notice sensory images, dynamic features, relevant issues, and inherent problems. Second, they give students the ability to perceive dynamic moving events and to more easily form rich mental models. This advantage is particularly important for lower achieving students and for students with low knowledge in the domain of interest. Third, video allows students to develop skills of pattern recognition which are related to visual and auditory cues rather than to events labelled by the teacher. In sum, video images are ideal for creating a common experience for the teacher and learner that can be used for 'anchoring' new knowledge. (Bransford et al. cited in Barron, 1989, p. 3)

### Rationale of the Study

Although students spend more than a quarter of each day engaged with various forms of media, and television in particular (Rideout, Roberts & Foehr, 2005), research indicates that mere exposure is not sufficient for students to acquire significant visual or media literacy (Messaris, 2001). Rather, explicit instruction is required to equip young people with the critical discrimination skills they need.

Video technology is an essential tool for bringing a wide range of multimedia messages into the classroom where they can be analyzed and evaluated in a shared learning experience. If schools are to meet the challenges presented during this revolutionary postmodern age of communication, the entire educational establishment must be committed to responding in an anticipatory and creative manner. A commitment to aiding the development of a media-literate population must become a central priority.

Supporting students to engage with video as active learners requires creating the right setting for such learning to occur. Setting expectations for students and providing a context for the activity, beneficial with any learning tasks, may be especially crucial for viewing videos with content that is highly emotionally charged. Denning (no date) fears that without proper instructional context and guidance, "video, like television, may condition viewers to be insensitive or to feel helpless in the context" of events being watched.

Video is a visual medium, and optimal use capitalizes on the strengths of its visual material. This includes providing visual demonstrations or evidence, dramatizing events and concepts, and appealing to the emotions. Educational Video Program (EVP) with instructional strategies and cognitive modelling traits embedded in the video itself can aid in student comprehension. Examples range from zooming in on details, to providing titles and other attention-drawing graphics, to animations. Videos with closed captioning can further promote learners' reading fluency and motivation to read (Lin, 2003).

As educators, our goal of course, is to get students energized and engaged in hands-on learning experiences, and video is clearly an instructional medium that generates excitement. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. Video taps into emotions, which stimulate and enthrall students, and it provides an innovative and effective means for educators to address the curricular concepts.

Consider the classroom in which students can hear the cry of a nearly extinct species and see the colours and hear the sounds of animals that thrive only in a remote wilderness halfway around the globe. Envision teaching with the voices of the past by introducing young learners to great historians, political figures and famous people who lived centuries ago. Imagine conveying the laws of motion, sound and energy transfer by viewing the launch of the space shuttle on a journey into outer space. Think about how much easier it would be to understand the diverse cultures of people who live in other areas of the world if you could encounter them in their own environments - hearing their songs, observing their rituals or listening to their silence. Video provides another sensory experience that allows concepts to actually be "experienced" and come to life while you guide your students on each adventure.



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We all know from experience that the more engaged your students are, the more interactive your lesson is, the more your students will enjoy, learn from and retain information from your lessons. It may surprise you to think of video as a means for interactive instruction, but video is a very flexible medium. The ability to stop, start and rewind it can be invaluable. You can stop the video and challenge your students to predict the outcome of a demonstration, or elaborate on, or debate about, a point of historical reference. You can rewind a particular portion of a show to add your own review or view a segment in slow motion to ensure that your students understand a key concept. Furthermore, you can ensure interactivity by replicating activities, workshops, demonstrations and experiments in your classroom environment. This research will be doing Pedagogical Critique (PC) of an Educational Video Program on Mathematics developed by SCERT, Delhi

**Statement:** Pedagogical critique of a Video Lesson Transaction Package in Creating an Inclusive Classroom.

**Objectives**

1. Pedagogical Critique (PC) of a video Lesson Transaction Package in an essence of inclusion.
2. To propose a Pedagogical critique framework of a Video Lesson Transaction Package in Creating an Inclusive Classroom

**Operational Definition**

**Pedagogical critique:** critical appraisal of an educational programme based on pedagogical domains, which claimed to have an intended or expected learning outcome, or produces a desired learning behaviour.

**Video Lesson Transaction Package:** Any educational video programme developed for the purpose of classroom lesson transaction.

**Educational Video Program (EVP):** A video used in classroom transactions by the teacher.

**Methodology**

**Population:** Mathematics teachers of Directorate of Education of Delhi.

**Sample Size:** Five teachers who actually taught the class by using these educational video programmes and 3 experts working in the field of pedagogy and development of educational video programmes were the sample of the study.

**Sampling Technique:** Purposive sampling technique was adopted for selecting the sample.

**Research Design:** The study would involve the field- quasi experimental design.

**Instructional intervention:** Video Lesson Transaction Package (Educational Video Program on Mathematics) developed by SCERT, Delhi

**Procedure of data collection**

1. Five teachers who actually taught the class by using these educational video programmes were asked to give their critique on the basis of their classroom teaching experience while they were teaching the concept using these educational video programmes as video Lesson Transaction Package in creating an inclusive classroom.
2. Three experts working in the field of pedagogy and development of educational video programmes were shown the video and asked to provide their opinion about the pedagogical value of this video Lesson Transaction Package in an essence of inclusion. They also observe the class of 5 teachers who actually taught the class by using these educational video programmes. Experts were asked to give their critique on the basis of their classroom observation experience in creating an inclusive classroom.

**Analysis of Data:** Appropriate qualitative analysis techniques were used to analyse the data.

**Delimitations of the study:** The sample was purposive and the study was confined to one educational video programme.

**Principal Findings: Pedagogical critique of a Video Lesson Transaction Package in Creating an Inclusive Classroom**

**Part 1**

**Video Lesson Transaction Package**



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**Synopsis:** The Lesson Transaction Package in this study refers to the educational video program developed for teaching the concept “the area of a cylinder”. The Educational Video Programme (EVP) developed was evaluated using the schedule prepared for the purpose. This tool consists of two parts. The first part deals with information about the training package and the second part provides guidelines for the evaluation of the training package.

**Information about Video Lesson Transaction Package (VLTP)**

1. Place where VLTP developed: DELHI

2. The VLTP for Pedagogical critique is meant for:

- TGT

3. Agency that develop Video Lesson Transaction Package (VLTP): SCERT, DELHI

4. When was the Video Lesson Transaction Package (VLTP)?: 2010-11

5. Information about the Video Lesson Transaction Package (VLTP):

(a) Title of the Video Lesson Transaction Package (VLTP): Educational Video Programme (EVP) on SURFACE AREA OF RIGHT CIRCULAR CYLINDER

(b) Language of Video Lesson Transaction Package (VLTP): HINDI

(c)Time suggested for transaction of the Video Lesson Transaction Package (VLTP): 20 Minutes

**Part -II:**

**Pedagogical Critique (PC) of the Video Lesson Transaction Package (VLTP) in creating inclusive classroom**

(a) Objectives of Video Lesson Transaction Package (VLTP)

Teachers’ Pedagogical Critique (PC)

In the video the objectives of Video Lesson Transaction Package (VLTP) were clearly filmed, video made these easy to communicate and transact, helps in understanding the concepts accordingly and helps in adequately and systematically covering the concepts which are required to understand curved surface area and total surface area of right circular cylinder.

Experts’ Pedagogical Critique (PC)

The objectives of content taught were effectively made clear by the video and this audio-visual support enabled teachers to connect easily with the students and helped in student readiness and motivation to learn further.

(b) Language of the Video Lesson Transaction Package (VLTP)

Teachers’ Pedagogical Critique (PC)

The language of the Video Lesson Transaction Package (VLTP) was easy to understand supported by images and activities. This multi-sensory experience provides students first hand exposure of experiencing the situations provided for understanding the concept. There was no suitable weakness mentioned by the teachers in the language of the Video Lesson Transaction Package (VLTP).

Experts’ Pedagogical Critique (PC)

The language of Video Lesson Transaction Package (VLTP) was locally accented and supportive in understanding the situations presented.

(c) Presentation of the Video Lesson Transaction Package (VLTP)

Teachers’ Pedagogical Critique (PC)

Educational video programs help in initiating and sustaining the interaction between the teacher and the students and make concepts of Lesson Video Transaction Package (VLTP) very interesting. The teacher was able to teach the lesson very effectively by this blended mode approach. The presentation of Video Lesson Transaction Package (VLTP) responded well according to the queries of students with expert answers. They make students livelier and more curious.

Experts’ Pedagogical Critique (PC)

Presentation and pace of concepts through Video Lesson Transaction Package (VLTP) were systematically organised and economical in terms of time and facilitating expert views and supported exposure for enhanced experiential learning.

Practicability and implement ability within the given time

Teachers’ Pedagogical Critique (PC)

The equipment which are required for Video Lesson Transaction Package (VLTP) are easily available and it can be practically easily implemented within the given sufficient time period.

Experts’ Pedagogical Critique (PC):

The equipment and technical support were available in the school and not much of a problem to organise such video-based classes.

Content of Video Lesson Transaction Package (VLTP)

Teachers’ Pedagogical Critique (PC):



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The content in Lesson **Video Transaction Package (VLTP)** covered was sufficient which could be executed and transacted in stipulated time. The concepts covered were 2D/3D objects, right circular cylinder and later curved surface area and total surface area of a right circular cylinder.

**Experts’ Pedagogical Critique (PC):**

The content in Lesson **Video Transaction Package (VLTP)** covered was adequate which could be executed and transacted in stipulated time.

**Transaction Methodology suggested in the Video Lesson Transaction Package (VLTP)**

**Teachers’ Pedagogical Critique (PC):**

The transaction methodologies adopted in **Video Transaction Package (VLTP)** was demonstration of activities followed by performed by students. The teacher role was of the facilitator who guides them. As activities and student performances were filmed, it saved the teacher's time for other pedagogical activities like observation, focused questioning and individualised instructional planning execution.

**Experts’ Pedagogical Critique (PC):**

Pedagogies performed by teachers were scripted after expert discussions so goes well in execution through video and so leads to more observed class.

**Assessment and Evaluation of learning in Video Lesson Transaction Package (VLTP)**

**Teachers’ Pedagogical Critique (PC):**

**Initiating discussions and** nurturing questions of students in and between the video program, terminal questions in the end part of the video and performances of students based on demonstrations done in the video were found interesting for the students and to reinforce the concepts.

**Experts’ Pedagogical Critique (PC):**

Enough time was left for carrying Assessment and Evaluation of learning as suggested in the video.

**Quality and coverage of the Video Lesson Transaction Package (VLTP)**

**Pedagogical Critique (PC) of Experts and Teachers’:**

The entire five teachers affirm that the educational video program is covered with such examples and activities, which enable interactive learning. The pedagogical quality of **Video Lesson Transaction Package (VLTP)** was good. It takes into account the constructivist approach as advocated in NCF-2005. This means that the teachers should act as ‘facilitator’ and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day-to-day life. The teacher is not to be a ‘transmitter’ of knowledge to passive recipients (the children). This approach requires the teacher being reflective, that is, they need to become mindful enquiries into their own experiences, to guide children meaningfully.

**Rating of the Content (Write 3 for ‘to a large extent’, 2 for ‘to some extent’, 1 for very little or not at all’)**

**Whether the content of Video Lesson Transaction Package (VLTP)**

Concerns	Experts’	Teachers’	Rating
Is in line with the objectives of content transaction	To a large extent	To a large extent	The content rating is 3 i.e., a large extent responded by the majority of the teachers and experts.
Is free from prejudices based on caste and gender, etc	To a large extent	To a large extent	
Deals with the concepts adequately	To a large extent	To a large extent	
Contains appropriate activities	To a large extent	To a large extent	
Uses simple and easy to understand language	To a large extent	To a large extent	
Promotes activity-based teaching	To a large extent	To a large extent	
Has potential to arouse and sustain interest of the trainees.	To a large extent	To a large extent	
Suggests appropriate transition methodology.	To a large extent	To a large extent	

**Learning elements in Video Lesson Transaction Package (VLTP):**

(a) Which are easy to translate into classroom practice?

(b) Which are difficult to translate into classroom practice?

**Teachers’ Pedagogical Critique (PC):**



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Through Video Lesson Transaction Package (VLTP), we can easily implement and translated the concept of area into classroom practice from day-to-day life. These examples like water tank/ metro pillar etc., which are difficult to translate into classroom, practice while teaching.

**Experts' Pedagogical Critique (PC):**

**Proposed Pedagogical critique framework of a Video Lesson Transaction Package in Creating an Inclusive Classroom**

**Part 1**

**Synopsis of video Lesson Transaction Package**

**Information about Lesson Transaction Package (LTP)**

1. Place where LTP developed:
2. The LTP for Pedagogical critique is meant for:
3. Agency that develop Lesson Transaction Package (LTP):
4. When was the Lesson Transaction Package (LTP) prepared?
5. Information about the Lesson Transaction Package (LTP):
  - (a) Title of the Lesson Transaction Package (LTP):
  - (b) Language of Lesson Transaction Package (LTP):
  - (c)Time suggested for transaction of the Lesson Transaction Package (LTP):

**Part -II:**

**Pedagogical Critique (PC) of the Lesson Transaction Package (LTP)**

**A. Teachers' and Experts' Pedagogical Critique (PC) on the following domains:**

1. Objectives of Lesson Transaction Package (LTP)
2. Language of the Lesson Transaction Package (LTP)
3. Presentation of the Lesson Transaction Package (LTP)
4. Practicability and implement ability within the given time
5. Content of Lesson Transaction Package (LTP)
6. Transaction Methodology suggested in the Lesson Transaction Package (LTP)
7. Assessment and Evaluation of learning in Lesson Transaction Package (LTP)
8. Quality and coverage of the Lesson Transaction Package (LTP)

**B. Rating of the Content (Write 3 for 'to a large extent', 2 for 'to some extent', 1 for very little or not at all') on "Whether the content of Lesson Transaction Package (LTP)"**

Concerns	Experts'	Teachers'	Rating
Is in line with the objectives of content transaction			
Is free from prejudices based on caste and gender, etc.			
Deals with the concepts adequately			
Contains appropriate activities			
Uses simple and easy to understand language			
Promotes activity-based teaching			
Has potential to arouse and sustain interest of the trainees			
Suggests appropriate transaction methodology			

**C. Learning elements in Lesson Transaction Package (LTP):**

- (a) Which are easy to translate into classroom practice?
- (b) Which are difficult to translate into classroom practice?

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