

Presenting a complex project assignment through selected video formats

Teaching, Learning & Technology

Research report

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Introduction

The qualities and availability of different video formats offer many opportunities within the context of Higher Education (Hansch et al., 2015; Johnson et al., 2016; van Huystee, 2016). There is a shift within Higher Education to transition from the traditional face to face approach, to a more 'blended' approach in which face to face and online delivery of content are blended (Bates, 2015). More delivery of content is now provided online in video format, viewed before the class, as part of a flipped classroom (Bishop & Verleger, 2013; Yousef, Chatti, & Schroeder, 2014) and this is impacting the traditional role of the lecturer from 'sage on the stage', to 'guide on the side' (Tapscott, 2009).

When creating video, a lecturer needs to have an understanding of the particular pedagogic affordances of the different types of video (Koumi, 2014; Thomson, Bridgstock, & Willems, 2014) and to know how to implement and embed these effectively into the teaching environment as part of a blended approach (Dankbaar, Haring, Moes, & van Hees, 2016; Fransen, 2006; Woolfitt, 2015). There needs to be awareness of how to embed the video from a didactic perspective to create meaningful learning (Karppinen, 2005) and an understanding of some of the financial and technical issues which include the relationship between cost of video production and the user experience (Hansch et al., 2015) and creating the correct combination of multimedia visual and audio elements (Colvin Clark & Mayer, 2011). As the role of the lecturer changes, there are a number of challenges when navigating through this changing educational environment. Massive Open Online Courses (MOOCs) provide lots of data for analysis and research shows that students in this environment stop watching videos after about six minutes (Guo, Kim, & Rubin, 2014) and that the most common video style used in MOOCs was the talking head with Power Point (Reutemann, 2016). Further research needs to be conducted regarding student preferences of video styles and correlation between video styles and course drop-out rates.

Context

As part of its research, the Inholland research group 'Teaching, Learning and Technology' (TLT) examines the use of ICT and video to support teaching and learning within Inholland. In 2015-2016, several pioneers (Fransen, 2013) working at Inholland explored different approaches to using video to support the teaching and learning process within a number of educational environments. TLT supported the pioneers in establishing their role within their faculty, creating a framework within which the pioneer can design the video intervention, collecting data and reflecting on what was learned through this process. With some of the projects, a more formal research process was followed and a full research report could be compiled. In other cases, the pioneer took a more exploratory and experimental approach. In these cases, the pioneer may not have conducted the video intervention under a formal research framework. However, during this process the pioneer may have uncovered interesting and valuable practical examples that can inspire and be shared with other educators. This current report falls under the category Research Type 3 as defined by TLT. It describes and assesses an ICT application (in this case, video) in order to share the original approach that could have high potential to be implemented in a broader educational context.

In period 3 and 4 of the study year 2015-2016, Inholland lecturer DH of the Building Management course (Bouwmanagement¹, location Haarlem and Alkmaar) developed a project format in which video was used in a number of different ways to engage the students by sharing the complex real-world assignment in an innovative and original manner. The project was for second year students, in their second semester. There were 5 project groups, each with 4 students, and one lecturer to guide them.

The project focused on solving real work challenges around developing an actual property in South Holland. The former industrial building is situated in a geographical environment which has specific factors that influence future development. In addition, a number of elements regarding the physical building, the local community, safety, security, zoning regulations, regional procedures and protocols and the vision of the local

¹ <https://www.inholland.nl/opleidingen/bouwmanagement-en-vastgoed/volgtijd/>

population and regional council all complicate the redevelopment of this property. This is the reality of the situation and conveying the realities of this scenario to the students was not straight forward.

Data Collection

In order to capture student perspectives on this intervention, an online survey (via Google Forms) was compiled. This was sent to students after the course to complete on a voluntary basis. 15 of the 20 students (from all of the five project groups) completed it. They gave feedback on their own experiences of following the course and viewing the videos. A summary of the questions asked and student responses is available in the appendix. Once the data was collected, it was then discussed with the researcher and pioneer which nuanced the interpretation of the data.

1. Reasons for development of ICT approach

The reason driving the decision to develop the course with ICT was based on the following factors:

- 1) In previous project kick-offs, the lecturer had experienced that students were not actively involved in learning about the project but 'passively consumed' the information provided by the lecturer.
- 2) In previous versions of this project, the assignment has been presented by lecturers on behalf of the real-world commissioning client. During these kick-offs, the complexity and messiness of the real-world project assignment was simplified by the lecturer in order to present it to students. This 'watered down' version lacked the gritty complexity of the actual scenario and students were left with a less potent project assignment, and one that they were not fully engaged in since it had been presented to them already (slightly) processed. In effect, the teacher had already 'interpreted' the scenario and had done some of the work in analysing and selecting important aspects of the context. The reason for developing the new format was that it would require more active work from the students to unwrap and understand the assignment.
- 3) In a real-world professional context, an experienced building manager would visit various stakeholders to establish the criteria for a project. It is difficult within the context of the educational environment to expose students to this experience.
- 4) In the standard project format, students rarely had the opportunity to come into contact with the commissioning client, or the various stakeholders involved. This was due to the practical logistics of scheduling interviews and meetings with several stakeholders, visiting the actual building location, visiting and touring the actual building site and location (due to safety issues, group size and accessibility), coordinating this in relation to the student's availability and schedule, and having the lecturer available with students and various stakeholders. In addition the course structure requires that students receive relevant material at the start of a project in order to start the project on time, and to complete it within the framework of an academic period of 10 weeks. Arranging individual meetings with all involved was not logistically possible within the educational context.
- 5) The lecturer hoped to shift some of the responsibility of unpacking and then defining the various elements of the assignment to the students. It was hoped this would create greater ownership of the problem and the project, and that students would gain a better sense of the complexities of the real-world assignment.
- 6) In previous projects, students had found it difficult to make the connections between the multiple voices and perspectives of the parties involved in the assignment, to evaluate the importance of the information and then to order and prioritise it to make appropriate decisions regarding the project.

2. The objective of the ICT-implementation and what does it offer

The objective was to increase the engagement of the students in the project by making the complex real-world context of the project assignment available in an innovative and challenging format. Students would

experience (almost first-hand) several of the voices and perspectives surrounding the project as well as seeing the project location from multiple perspectives. In addition, by having the client of the assignment (a professional with a real-world problem regarding how to use and re-use an old building), the complexities and sometimes 'messy' aspects of the real-world problem could be presented to the students in a more complex way, in which it was not simply packaged and already processed.

A number of different video formats were developed to show the stakeholders and the context of the assignment from several perspectives. This format was intended to generate intrinsic motivation in the students to discover the project assignment for themselves, being able to explore it, rather than just receiving the information from a lecturer at a traditional kick-off. This required a higher level of 'unpacking' the information from the various loosely connected fragments and generating their own understanding of the context and assignment. Video clips were made in different formats and with different features in order to capture some of the complexity of the project.

- [Video: physical surroundings](#): This is a 360 degree video (when viewing it, the mouse can be used to 'look around' and see the scene from different perspectives). This video was made by the lecturer in which he rides on a bike around the project area. Commentary is provided highlighting relevant features of potential importance.
- [Interview 1](#): An interview with the commissioning client in which they explain (on location) the assignment and the problem that needs to be solved.
- [Interview 2](#) and [Interview 3](#): the client takes the lecturer (and students) on a tour through the building and explains the various complexities of the location and assignment.
- [Interview 4](#) and [Interview 5](#): Interviews with the local council and stakeholders at their offices, to give an additional perspective.
- [Lesson Context](#): The lecturer also videoed part of a lesson to show the context of the learning environment in which one of the videos was shown to students.
- Several additional videos were recorded (see appendix for overview).

3. Developer and user perspectives on benefits of working with this type of ICT and reasons for use

The lecturer planning this approach imagined several benefits of using ICT in this educational format:

- Multiple information can be collected asynchronously and viewed back by students asynchronously.
- Students can watch the videos several times, in their own time, in order to hear what is said.
- Students can hear first-hand actual voices of several key stakeholders whom they would normally not have had any exposure to.
- 360 degree video camera recordings were made inside and outside the facility which would enable students to view the entire surroundings and to choose their own view points when viewing the films back.
- Several independent elements and perspectives could be collected and the students would then have a chance to explore these in their own time to obtain key relevant information.
- The video format has the potential to be archived and re-used. There are initial investment costs (time and money) of filming and developing the project. Once these have been made, there is potential to re-use the videos over several projects.

4. Elements of support to implement this into the learning process

In this didactic approach, several video films were fully embedded into the learning process as part of different assignments. Initially, students were given various links to watch as preparation for the kick-off. Also one clip was viewed in class with all students present. The project could not be understood, managed or executed by a student who had not viewed the various videos. There is a high degree of alignment. It was hoped that this

approach would help students to develop their understanding of the complex, real-world problem in a proactive manner.

This ICT format (video) offers the students a very different experience to a traditional kick-off in which the course lecturer 'tells' the students what the assignment is. The affordances of video offer students the potential of more engagement with the project and stakeholders.

a. Instruction

During classes, assignments were given to examine and collect various aspects of the video content. One video was watched together in class by the whole group.

b. Interaction

Students could interact with the 360 video images by controlling and selecting their point of view. They also need to interact with the material to uncover meaning provided in the video clips. Important information was discussed in the interviews, but was not specifically highlighted by the lecturer as being important. It was for the students to watch the content and use the assessment criteria in order to reach an appropriate understanding.

c. Collaboration

Having watched the videos, students had to collaborate to formulate and define the project assignment as a part of the project process. At another level, the lecturer had to collaborate with the various stakeholders when making the videos and in obtaining their input for the project.

5. Lecturer and student requirements in order to work with this approach

From the student's perspective, it would not appear on the surface that watching a set of video clips has a particularly special set of requirements. However, on further examination there are certain requirements that need to be met in order for this format to have its desired effect. Technical aspects of the video need to have a minimal quality, in particular audio. The student needs to have suitable hardware and access to view the video in an environment where they can focus on the content. For the 360 films, a student can have a more immersive experience with access to appropriate virtual reality goggles (or viewing device) and appropriate streaming software. Another requirement is that the student can critically listen to and identify essential and important information from the interviews.

For the lecturer, there are multimedia issues regarding creating the videos (Mayer & Moreno, 2003). There are also technical issues which include being aware of camera angles, lighting, ambient noise, appropriate positioning of subjects during interviews (TU Delft, 2016). The context of the interview needs to be clearly provided including who is being interviewed and what their role is. And in the case of filming with a 360 camera while biking around a building site on a rainy day, there is also a requirement for a certain degree of dexterity.

6. Experienced users perspective on the perceived value

In this case, only the pioneer who developed this course can be considered an 'experienced user'.

a. Relevance in resolving the current problem

The pioneer considered that the approach was relevant in addressing some of the problems of previous projects but had certain reservations based on the actual results of the project.

b. Consistent and well-constructed

The students felt the activities in the lesson helped them to understand the project. The students did not find the lessons boring to follow and responded that they believed the lesson/video combination helped them to

produce a better project. Students made some comments about the way the lessons were structured, about what they perceived as the sometimes low level of the lesson content, wanting to be more challenged and have a deeper context linked to books and theory. When asked about the student videos (videos that students made as part of the project), three commented that the exact goal of the exercise was not clear, what was trying to be achieved.

c. The ease of use for the lecturer and students?

The lecturer who developed the videos and conceived the course, is a competent user of video having previously experimented in a number of different formats. Once the video clips have been recorded and the content created, the lecturer has to make it available to the students and refer to them to it from within the context of the project learning goals. The students felt it was reasonably easy to navigate through the videos, that the videos were of the correct length, and that the manner in which they were addressed in the videos was appropriate.

d. The effectiveness of this approach in 'doing what it is meant to do'

In the survey, a majority of students indicated that the video gave a realistic impression of the surrounding area of the project and its physical location. Overall, the students were both positive about the format of the lesson and the supporting videos. They also felt it had given them a better understanding of the project context. In general, students felt the use of videos was a good idea, and a majority of students did not find the videos boring. Most students found that videos enriched the learning process, that it motivated them to study on the course, to understand the course, and to apply the content of the course into the project. When asked for suggestions for improvement, one student suggested a clearer focus and explanation of the end result of the project and some commented that the use of 360 camera in some of the interviews did not enhance the video. Students also felt it helped them to work more effectively and to complete the project.

The lecturer was more critical of the overall results of using videos in this context. Students indicated they felt the videos had enabled them to deliver work of a high and complex level. The lecturer questioned whether that was indeed the case. He did not find that this format resulted in improved project results or of a higher, more complex level than previous years (when a traditional project kick-off and handbook was provided). The lecturer also found that more students replied positively to certain videos, than the number who had actually watched them. So the student responses to the survey need to be interpreted critically.

7. Advice from current users to others

It was not possible to gather specific feedback from the pioneer on this point.

8. What it looks like in practice

See the appendix for the complete overview of the set of video clips.

a. What the student learns

The student learns how to collect relevant information on a specific case, from a variety of different video formats.

b. How the student learns

A number of levels to the learning process can be defined. Students received instructions regarding watching the video from the lecturer, in advance and at the kick-off. When watching the videos, the students can make notes, stop the video to write down important information, and then discussing their interpretation with the project group. The students also learn about the assignment environment through viewing (and experiencing) the 360 degree video representations. In this environment they can choose which part of the location they want to view and can also immerse themselves in the environment when viewing these videos via a virtual

viewing device such as goggles. The intention was that the students would learn how to interpret and understand the assignment by collecting relevant information from the different video segments. In the lecturer's opinion, based on comparisons with previous projects, he had the impression that this happened in some cases, but certainly not all.

c. Where the student learns

The majority of students viewed the videos on their desktop PC or the laptop. One student viewed them through their smartphone. Most of these sessions took place at home, but some of the viewing of videos was in class.

d. When the student learns

Students were asked to view specified web lectures in advance of the kick-off, some of the videos were viewed together in class with the whole group, and some were viewed based on when the students needed certain information. This did result in some of the students not having viewed in advance the relevant content for this lesson which needs to be considered when planning the structure of the course.

9. The pioneer

Once the survey had been completed, the pioneer informed TLT that he would leave Inholland. This resulted in limited time to follow up on the details and specifics of the research, or to interview some of the students in person, or to redesign the format for a subsequent iteration of the course. This report and analysis has been compiled based on the survey results and the lecturer's feedback and critical reflection of the results. However, it was not possible to obtain further feedback on this written report from the lecturer to check agreement with the researcher's interpretation and presentation of the data.

10. Reflection

When reflecting on the manner in which this pioneer operated and their interaction with the Lectoraat, the following points can be made. The pioneer was more focused on the experimental nature of the new practice and moved quickly to create and use the video content. This did not follow a formal curriculum development process, but was based on experience and availability of resources (e.g. grabbing a 360 camera, jumping on a bike, and setting off to record the local environment). While some data was collected from students after the course, this was not done within the context of a formal, structured research project with a central questions and strict methodology. When working with a proactive and creative pioneer, as in this case, a degree of flexibility is necessary and expectations should be focused on the creative development of new (video) teaching formats and the experimental nature of their implementation. There are different types of pioneers, often with a different focus and this needs to be understood and discussed when working within a research context.

This report describes a rich set of different types of video, made by a creative pioneer/lecturer to overcome some practical challenges of delivering real-world assignments within the context of the classroom. The variety of video formats and the different ways in which they have been integrated into the course can provide interesting examples for other educators.

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Appendix 1: Overview of project videos

Video 1, Omgeving 360		
Bestandsnaam	:	Video 1
Type	:	360 Graden video.
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 1 (Dura Vermeer) Pioneer (Inholland, vragensteller) Technician (Inholland, opname)
Inhoud	:	De omgeving Schalkwijk-Midden, en het gebouw van Fluor, in beeld gebracht met een 360 graden camera. Dit is het gebied op een donkere januaridag in 2016.
Onderwijs	:	Voor de aftrap studenten gevraagd per mail deze video te bekijken.

Video 2, Aftrap, De opdrachtgever legt uit.		
Bestandsnaam	:	Video 2
Type	:	360 Graden video. (Helaas niet de juiste keuze van video, ik had beter een Flip camera kunnen gebruiken.)
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 1 (Dura Vermeer) Pioneer (Inholland, vragensteller) Technician (Inholland, opname)
Inhoud	:	(Video met extra galm, vraagt wat concentratie) Video met de opdrachtgever in het Fluor gebouw. In deze video geeft Expert 1 aan welke vraag hij heeft met betrekking tot de transformatie van het gebouw.
Onderwijs	:	

Video 3, Het gebouw, casco en saneren.

Bestandsnaam	:	Video 3 of Interview (Video 3)
Type	:	360 Graden video / Flip Video
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 1 (Dura Vermeer) Pioneer (Inholland, vragensteller) Technician (Inholland, opname)
Inhoud	:	(Video met extra galm, vraagt wat concentratie) Expert 1 (Dura Vermeer) Video bij de entree van het Fluor gebouw. Liddl, sanering(kosten), stroomvoorziening, 3,6 verdiepingshoogte, stramien, kern, bekisting, sfeer, industriële uitstraling, asbest.
Onderwijs	:	

Video 4, Het gebouw, de verdieping

Bestandsnaam	:	Video 4
Type	:	Flip video.
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 1 (Dura Vermeer) Pioneer (Inholland, vragensteller) Technician (Inholland, opname)
Inhoud	:	(Video met extra galm, vraagt wat concentratie) Expert 1 (Dura Vermeer) Een kort gesprek op een van de verdiepingen, een korte uitleg van de kenmerken van het gebouw.
Onderwijs	:	

Video 5, Het gebouw, de installaties		
Bestandsnaam	:	Video 5
Type	:	Flip video.
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 1 (Dura Vermeer) Pioneer (Inholland, vragensteller) Technician (Inholland, opname)
Inhoud	:	Expert 1 (Dura Vermeer) De opdrachtgever vertelt wat hij weet over de huidige installatie.
Onderwijs	:	

Video 6, Gebiedsvisie		
Bestandsnaam	:	Video 6
Type	:	360 Graden video. (Helaas niet de juiste keuze van video, ik had beter een Flip camera kunnen gebruiken.)
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 2 (Planoloog Gemeente Haarlem)
Inhoud	:	Expert 2 (Planoloog Gemeente Haarlem) Het monofunctionele karakter van het gebied moet plaats gaan maken voor een meer multifunctioneel karakter. Het uitwerken van een gebiedsvisie en het verbeteren van Schalkwijk. Expert 2 gaat in op de behoefte aan woningen en de relatie met het openbaar vervoer. (FSI=2,0).
Onderwijs	:	

Video 7, De plotregels		
Bestandsnaam	:	Video 7
Type	:	360 Graden video. (Helaas niet de juiste keuze van video, ik had beter een Flip camera kunnen gebruiken.)
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 2 (Planoloog Gemeente Haarlem)
Inhoud	:	Expert 2 (Planoloog Gemeente Haarlem) De plotregels zijn een belangrijke leidraad voor de herontwikkeling. Het bestemmingsplan en de oude gebiedsvisie worden door de gemeente losgelaten. Stakeholders kunnen ook onderling uitruilen. Voor plot 10 gelden een aantal extra eisen!
Onderwijs	:	

Video 8, De plot-eigenaren		
Bestandsnaam	:	Video 8
Type	:	Flip video
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 2 (Planoloog Gemeente Haarlem)
Inhoud	:	Expert 2 (Planoloog Gemeente Haarlem) Een toelichting over de eigenaren van het gebied Schalkwijk-Midden. Wat zijn de plannen van de eigenaren? Uitleg over het belang van de ontwikkeling van het gebied van Schalkwijk-Midden op de directe omgeving. Er wordt ingegaan op de omliggende wegen en de architectonische waarde van het Fluor gebouw.
Onderwijs	:	
Extra	:	Ook Expert 1 gaat even kort in op de andere eigenaren van Schalkwijk Midden. (video)

Video 9, Participatie in de zoektocht naar een nieuwe identiteit.

Bestandsnaam	:	Video 9
Type	:	360 Graden video.
Link	:	'Niet vermeld' (d.w.z. niet vindbaar via zoekmachines)
Participanten	:	Expert 2 (Planoloog Gemeente Haarlem)
Inhoud	:	Expert 2 (Planoloog Gemeente Haarlem) Visie en identiteit van het gebied. In samenwerking en afstemming met de stakeholders een gebied transformeren.
Onderwijs	:	

Appendix 2: Survey questions

(translated from Dutch)

Section A: The didactic approach used in the course.

A1: How did you view the three videos (impressions of the surrounding area?)

A2: How did you view the five videos with stakeholders?

A3: How many lessons/lectures did you attend during this course?

A4a: Statement: I found the videos (with impressions of the surrounding areas) complimented the first lesson and kick-off

A4b: Explain why you did (or did not) find the videos complimented the first lesson and kick-off

A5a: I found that the content of the video with the commissioning client was suitable for the first lesson.

A5b: Explain why.

A6a: I found the video with the expert R.dL. (building expert) provided good content for lesson 2.

A6b: Explain why.

A7a: I found that the videos made by the students complimented the lesson content well (each student group made a short video about the project).

A7b: Explain why.

A7c: I found the quality of the videos made by students high.

A7d: As a result of viewing the student videos, I found the quality of the discussion high.

A8a: I think the video with expert G.R. (Haarlem) contributed to my understanding of the project.

A8b: Explain why.

A9a: I found the video with expert G.Z. (Shopping centre) contributed to my understanding of the project.

A9b: Explain why.

A10a: I found the video with expert F.VO (Ymere) contributed to my understanding of the project

A10b: Explain why.

A11: The combination of videos and lessons was a suitable approach for this course.

A12: The number of videos was the correct amount for this course.

A13: The number of lessons and meetings was suitable for this course

A14: What is your rating for the combination of videos and lessons in this course?

Section B: The degree to which you appreciate this approach

B1: The combination of videos and classes made me feel involved in the material.

B2: I found it logical to watch the relevant videos before the lesson

B3: The combination of videos and lessons helped me to participate actively during this course.

B4: The combination of videos and lessons helped me to understand the content of the project.

B5: The combination of videos and lessons helped me to carry out the project.

B6: The balance between the use of videos and the class activities was good.

Section C: The value you experienced from watching the videos (not student videos)

This section examines; how students had viewed the videos, where, on what device(s) and their experience of this. The functionality of navigating through the videos, the length of the videos, the tone of voice delivered by the presenters in the videos and whether the students found them boring, was also examined.

Section D: Perceived usefulness and effectiveness of the videos

This section examines the student's perception of how the videos had enriched the learning experience, affected their motivation to study, to understand the project by applying the knowledge and whether this made their studying more effective.

Section E: Perceived usefulness and effectiveness of the lessons

This section examined the perceived effect of the lessons on helping the students to pass the project, how interesting and motivating the lessons were and the combination of videos and lessons. There was also space for suggestions and improvements regarding the type and content of the videos, the student made videos, and the lessons.

Appendix 3: Summary of survey results

The three videos which showed the surrounding areas (360 views, filmed from a bicycle) were viewed during the lesson, and at home.

The five videos of the stakeholders were viewed during the lesson, or at home. However, the last two of these videos were not viewed by all students.

About three quarters of the students attended all of the lessons, and 1/8 did not attend any classes.

The majority of the students indicated they found that the content of the videos matched the project kick-off.

And their comments indicated that the video gave a realistic impression of the surrounding area of the project and its physical location.

The video interviews with the owner of the building were positively rated, nearly all respondents saying it fitted well into the project intro and gave a good overview of the situation.

The video with R de Lint (expert) was also well evaluated by all of the students. Students found it 'clear' and could make connections to their assignment.

Students also made some videos as part of their research, but these were not evaluated so highly by fellow students (this assignment was not taken so seriously). The discussion regarding the student videos was well received.

The interview with the local council was positively reviewed and connected well with the assignment.

Students stated they found the interview with GZ (local shopping centre manager) helped them understand the project assignment. However, viewing figures indicated that not many of the students actually watched this.

The interview with Ymere organisation was very positively evaluated, with students explaining this format helped them to remember the subject more clearly. However, the in this particular interview important information was given as part of the assignment, and this did now show up in the final student reports.

Students were positive about the combination of videos and lessons, and the number of videos to watch.

Students were asked to evaluate the format of the lessons on the course (combining videos and lesson) and the 15 students evaluated it as 7.8 out of 10.

In general, students were positive about the use of video and lessons to help them feel involved in the course, that it helped them to stay actively involved during the course, to help them understand the content of the course, and to carry out the project. There was a good balance between the videos and activities in the classes.

The majority of students viewed the videos on their desktop PC or the laptop and one student viewed them through their smartphone.

The students felt it was reasonably easy to navigate through the videos, that the videos were of the correct length, and that the manner in which they were addressed in the videos was appropriate.

In general, students felt the use of videos was a good idea, and a majority of students did not find the videos boring.

Most students found that videos enriched the learning process, that it motivated them to study on the course, to understand the course, and to apply the content of the course into the project. It also helped them to complete the project and to help the students work more effectively in the project.

The students felt the activities in the lesson helped them to understand the project. The students did not find the lessons boring to follow and responded that they believed the lesson/video combination helped them to produce a better project. However the lecturer was not convinced that the final results were any better than previous years.

When asked for suggestions for improvement, one student suggested a clearer focus and explanation of the end result of the project and some commented that the use of 360 camera in some of the interviews did not enhance the video.

Students made some comments about the way the lessons were structured, about the (low) level of the lesson content wanting to be more challenged and have a deeper context linked to books and theory.

When asked about the student videos, three commented that the exact goal of the exercise was not clear, what was trying to be achieved.