



Figure 4. Segment share with comment

Sharing of opinions and views (n=40) included examples (see Figure 5): ‘P30 - I found this video to be a good recommendation because from looking at the videos on body language I tried to take this action into account by having open palms and to not be controlling the conversation and to be more welcoming about other people’s opinions on what we should do’ and ‘P81 - Here’s another one by the same guy – it’s interesting because it’s about persuasion which is an important part of the communication process’. These interactions clearly demonstrate the use of the VRS to share opinions and viewpoints around digital video, in particular the value of these tools when video is incorporated into an authentic task [20] for students to complete.



Figure 5. Segment share with opinions

Data presented in this section suggests that the video sharing and commenting features of the VRS had an overwhelmingly positive impact on students ability to use digital video for their group assignment. The features facilitated group work by allowing members of the group to recommend content, meaning more video could be viewed by the group than may have been sourced along. The features also facilitated the sharing of views and opinions which allowed members to share reasons for their choices and encouraged other members to view specific sections of video. Viewing this data through a digital literacy lens shows students using digital tools to communicate around video [30][4] in range of ways, such as the ability to share relevant content [28] and communicate relevant information which supports the completion of their task [10].

5. Conclusion

Findings indicate that the VRS that was employed in this study received a positive response from students, who used it to complete an authentic academic task. The advanced search functionality, which was powered by content-based analysis and video segmentation, provided a sophisticated means for students to locate content relevant to their work. While students appreciated the precise nature of the search and the concise segments provided, some areas of improvement were identified. Key among these where students concerns around the lack of a clear relationship between their search term and the resulting list of video segments. Their own comments suggested the inclusion of automated text summaries, so that search terms could more easily be spotted within individual video segments. The development and implementation of the video segment sharing and commenting features appears to have been very successful. Students were easily able to use the features to share and recommend content to members of the group, with the addition of comments and opinions allowing them to add reasons for choosing a specific video segment, or further context to their selection. This evidence came through in students own reflections and on the interactions which took place on the VRS.

6. Recommendations

The search functionality of the VRS shows great potential in enabling students to source video content for their work. Students responded well to an authentic task on the area of communication skills, when provided with themes and categories to guide their search. Future work could investigate the use of a VRS across other subject disciplines and also examine the presentation of search results through text summaries or other means. Allowing students to operate in pre-defined, closed groups, enabled them to share content and work together effectively to locate and incorporate video. Future studies might investigate how students work in groups to locate content which comes from more disparate video sources.

7. Limitations

The sample for this study was 140 undergraduate education students. While this represents a significant sample for qualitative study, larger scale studies may be needed if claims are to be made about the effectiveness of VRS features more broadly. Data drawn from a more diverse subject and student cohort may yield different results and experiences. This research used video content which was hosted on a closed platform, with content only updatable by the researcher. Further studies could broaden the

scope and examine the effectiveness of the VRS search and segmentation features when linked with a range of online video repositories. The sharing and commenting features were designed to facilitate group work, future studies may implement alternative features which could yield different results. Finally, qualitative academic literature on how students evaluate VRSs for use with academic work is uncommon. This means that as research in the area progresses, new alternative themes for study may emerge which were not addressed in this paper

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