

EDUCATIONAL POSSIBILITIES OF THE USE OF YOUTUBE VIDEO ANNOTATIONS

Rio de Janeiro - RJ - April 2004

Adriana Dallacosta - Brazilian Army Culture and Education Department -
adrianadalla@uol.com.br

Class - Innovative Experience Report

Category - Methods and Technologies

Educational Sector - Basic Education

Nature - Research Report

ABSTRACT

The present article aims to show the annotations of “TV Escola” videos on Youtube as a resource and the possible pedagogic usages of this approach. The video as a media has been criticized by educators, once the student watches it passively, not being able to interfere in its content. The Youtube video annotations bring a new perspective because the student will be able to interact with the video content, by including explanatory texts, speech balloons, pauses and also adding links to other videos. This article will demonstrate how these videos may be explored by teachers through Distance Learning.

Keywords: Youtube, annotations, video, Distance Learning, Education

1. Introduction

The language of the video appeals to the sensibility of the youths and the vast majority of the adult population, whose communication results from the meeting point among words, gestures and movements, separating from the didactic book gender, from the linearity of the classroom activities and the school routine. The videos are dynamic, and are directed to the affectivity rather than to the reasoning [1] [8]. As Moran stated:

The video is sensorial, visual, spoken language, musical and written language. Languages that interact interconnected, added together, not separated, that's where its strength comes from. The videos hit all our senses and in many ways. The video seduces us, informs, entertains, projects in other realities (the imaginary) and in other times and spaces. The video combines the kinesthetic-sensorial communication with the audiovisual, the intuition with the logics, the emotion with the reason. It does so, but it starts from the sensorial, from the emotional and the intuitive to reach later the reasoning [p.2].

The use of the video should not be neglected because of its great ability to motivate and sensitize the students. We believe in its efficient use linked to the pedagogy of projects, taking into account an integrate curriculum concept, in which the use of the videos integrated to the subjects presented will make the learning more significant [3].

In order to develop projects in Distance Learning [1], it is necessary to know the student.

It is important to raise topics related to the student's reality, whose questions and subjects being studied arise from the knowledge that he brings from his context and also try to develop investigations to build scientific knowledge that helps this student to understand the world and to live in a critical way in society. Thus, from the search and the organization of the information that comes from different sources and technologies, it is valuable the articulation between the medias and the language forms that mobilize creative thinking, feelings and representations, contributing to the communication, the interaction between the people and the knowledge objects, the learning and the development of productions [p.40].

The video may be used appropriately in the pedagogy of projects. The students may be involved in projects of a given school subject, whose task is to include annotations in the “TV Escola” videos.

[4] concludes that the annotated videos may modify the pedagogic planning of the teacher and that this modification brings several advantages, such as to stimulate and intensify the use of the video as an educational resource, thus helping the pedagogic practice of the teacher and complementing the student’s learning.

For [7], the increase of the web-based video phenomenon, of which *Youtube* is an icon, expanded the supply of free content that may be used in Distance Learning. According to him, it has never been so easy to locate, produce and distribute videos online before. That opens interesting possibilities for the teaching, the learning and the design of on-site or distance learning courses.

The possibility to edit these videos, including annotations, speech balloons, pause and links to other videos can be of great value for the Distance Learning, once the student not only will be the one who watches the video, but also the one who modifies its content.

2. Youtube annotations with educational usage

It is possible to add a text box on top of the video scene. Besides, it is possible to resize the text box, move it anywhere on the screen and also add a link to another video or search box in *Youtube*.



Figura 1. Note resource

When the symbol of the “red rectangle” annotation appears on the right side, that is a sign that it is possible to know more about that particular subject watching another *Youtube* video.



Figura 2. Note with link for the video “Cabagem no Pará” resource

The educational possibilities are huge. By editing the video “Colônia História do Brasil” by Boris Fausto from TV Escola, and using the *Youtube* annotation resource, it is possible to link other videos from TV Escola. The student or the teacher will be able to navigate between the videos, just like what he can do with texts using hypertext tools, such as the Wikipedia.

At 01’11” of the video “Colônia”, Boris Fausto talks about the Portuguese maritime expansion. It is possible to create a link for the video “Encontro do além-mar, Brasil 500 anos: Um Novo Mundo na TV.” When the student navigates through the video “Colônia”, if he wants to know more about the Portugal maritime expansion, he can click on the rectangle of the annotation and watch the other “TV Escola” video that brings more information about the topic.

Still in the video “Colônia, História do Brasil” by Boris Fausto of “TV Escola”, it is possible to make other links: at 02’48”, he comments “o que os portugueses buscavam”, an annotation that can added by the link to the video “Terra cheia de graça” of the series “Brasil 500 anos: Um Novo Mundo na TV”.

At 05’30, he comments “Chegada dos Portugueses no Brasil”, an annotation that can added by the link to the video “A corte desembarca na colônia”, of the series “Brasil 500 Anos: O Brasil-Império na TV”.

At 09'35", that talks about the sugar cane, it can be linked to the video "Cana de mel, preço de fel"; there's also a point at 13'10", that is about "Quilombo" linked to the video "Dos grilhões ao quilombo"; 14'27", that refers to "Holandeses no Brasil" linked to the video "Na companhia dos holandeses"; 16'44", that focuses "Formação do povo brasileiro" linked to the video "A conquista da terra e da gente"; 17'04", that talks about "Ouro" linked to the video "Fausto e a pobreza das minas" and also 18'55", that is about "Inconfidência Mineira" linked to the video "Segredos da Inconfidência". All videos suggested in this paragraph belong to the series "Brasil 500 Anos: O Brasil-Colônia na TV da TV Escola".



Figura 3. Note with the link to the search result of videos about the “Revolução Farroupilha” resource

When you click the note with the symbol of the magnifying glass on the right side, which is defined by the student or the teacher, *Youtube* brings back the results of the search. On the video “Colônia, História do Brasil” by Boris Fausto, at 07'38”, there are Indians (natives). A possibility for the educational use is to do a remark, a highlight over the Indian image thus initiating a search for all the other videos about Indians that are stored on *Youtube*. This resource can be explored by the students as well as by the teachers when preparing a video annotation.

The dialog speech balloon function allows to create texts and to include them in the video. It is possible to add to this the pause resource, enabling the balloons to be visible during a pause in the video.



Figura 4. Dialog balloons and pause resource

The pause resource makes it possible for students or teachers to add explanatory texts or dialog balloons inside the video.

A practice that was thought of by teacher 4, which allows the use of dialog balloons and the pause resource, consists primarily in having the student watch the video and write in a piece of paper the most relevant points. Secondly, the students would compare that information with other resulting from a book or Internet research. That information would be the basis for the video restructuring by the students, in which they could create another version for the topic because “it is great to tell more than one version, to let them think, rethink about that”[4].

The student in the author’s role, challenged to produce his version of the video of “TV Escola”, in order to include the characters speech, he can utilize the resource of balloons of *Youtube*.



Figura 5. Highlight resource

The highlight resource makes it possible to select and highlight a region of the video, thus identifying the characters and the regions of the screen. When you pass over the mouse, an explanatory text appears.

The computer with the resource of the video annotations can help learning that is oriented by the project pedagogy, providing students with “a new form to understand, develop and construct knowledge” [5]. Teacher 12, mentioned in [4], believes in it when she says that, in a short time, the students themselves will be producing videos and doing *Youtube* annotations, “I’m definitely sure about that, because they like it, they like doing it, they belong to an imagery and speed generation”.

Additionally, the students and the teachers will be able to modify the annotations, including new ones or changing the ones that are available. To do that, the *Youtube* channel owner only has to activate the collaborating annotations to participate together of the elaboration of the video annotations.

3. Conclusions

The videos by “TV Escola” are excellent and should be used extensively by the teachers to help the students’ learning. In [4], the teachers of the research give lots of compliments to the “TV Escola” videos. Teacher 11, for example, comments:

It is another instrument to complement the History teacher's work, who many times gets stuck to using the book too much, to the text, and by bringing a video, a short one, and a straightforward one, which is the most important, the person goes straight to the point, not losing time, with a direct, clear and objective language and that helps learning, it really does.

Moran sees it positively the navigation between the videos, because he believes that "children and young people who surf the web very frequently, watch TV a lot and participate of electronic games continuously think in a more sensorial, concrete, plastic, linked, colloquial way" [9].

The *Youtube* annotated videos also bring the advantages of the use of videos in education, what attracts the students even more because it is visual. Angelo Piovesan's researches mentioned in [10], [2], [6] and [12] discuss the advantages of the use of the video in education. Besides, students see the computer as a ludic instrument. Cavalcanti apud [11] says that the students "are attracted and even seduced by technology."

According to the idea that sometimes it is important to perform pleasant activities, the annotated videos may help the students to learn during contentment times, in a pedagogic approach "that has space for the meaningful knowledge, the fun and the pleasure" [13]. "It is the period for the propositions of fun topics, of active teaching" [14].

It is important to point out that "if the student is not interested, the teacher's effort, the material quality and the strategies adopted will be worthless. Learning is a process that occurs in the student and of which the student is an essential agent". Bordenave apud [11], being the *Youtube* annotated videos a resource that can be seen by the student in positive way.

The *Youtube* annotation resource allows the navigation between the videos and also the collaboration in the definition of the annotations. Teachers will be able to include videos that have been verified in advance and that are interesting to the students' context, so that they navigate through previously selected content by the teacher.

The student will be able to do tasks suggested by the teacher such as to edit the videos with speech balloons, notes, URLs thus creating and modifying the *Youtube* videos.

As long as copyright laws are respected, the “TV Escola” videos can be linked to parts of commercial videos, like for example during the first 15 minutes of the movie “Saving Private Ryan”, that shows the disembarkation on the “D” day in World War II.

4. References

- [1] Almeida, E.B., Moran, J.M. “Integração das Tecnologias na Educação”, 2005. Disponível em: <http://www.tvbrasil.org.br/saltoparaofuturo/livros.asp>, acessado em: 30/4/2010.
- [2] Cinelli, N.P.F., “A influência do vídeo no processo de aprendizagem”. Florianópolis: UFSC, 2003. Dissertação (Mestrado em Engenharia de Produção), Universidade Federal de Santa Catarina, Florianópolis, 2003.
- [3] Dallacosta, A.; Cordenonsi, A.Z.; Bernardi, G.; Tarouco, L.; Ribas, D.; RAABE, A. O Papel do Docente como Moderador em Salas de Bate-Papo Educacionais. In: “VI Simpósio Internacional de Informática Educativa”, Cáceres, 2004.
- [4] Dallacosta, A. “Os Usos Pedagógicos dos Vídeos Digitais Indexados”. Porto Alegre: UFRGS, 2007. 195 p. Tese (Doutorado em Informática na Educação), Universidade Federal do Rio Grande do Sul, Porto Alegre, 2007. Disponível em: <http://www.adrianadallacosta.com.br/pdfs/000643030.pdf>, acessado em: 08/04/2010.
- [5] Lima, C. F. “Tecnologias da informação e comunicação como suporte para uma pedagogia orientada a projetos”, 2005. Disponível em: <http://hdl.handle.net/10183/7878>, acessado em: 08/04/2010.
- [6] Linhares, R. N. Vídeos na educação escolar; a experiência do vídeo escola em Aracaju. In: “Revista Pixel-Bit”, nº 12, 1999.
- [7] Mattar, J. “YouTube na Educação: o uso de vídeos em EAD”, 2009. Disponível em: <http://www.abed.org.br/congresso2009/CD/trabalhos/246200990733.pdf>, acessado em: 30/4/2010.
- [8] Moran, J. M. “O Vídeo na Sala de Aula”, 1995. <http://www.eca.usp.br/prof/moran/vidsal.htm>, acessado em: 30/4/2010.
- [9] _____. Desafios da televisão e do vídeo à escola. In: “Integração das Tecnologias na Educação”, páginas 96-100. Ministério da Educação. 2005.

- [10] Pretto, N. L. "Uma escola sem/com futuro - educação e multimídia", Campinas, Papirus, 1996.
- [11] Trentin, Marco Antonio Sandini. O impacto de ambiente de apoio a laboratórios virtuais de física na aprendizagem. Porto Alegre: UFRGS, 2004. 226 f. Tese (Doutorado em Informática na Educação) - Programa de Pós-Graduação em Informática na Educação, Centro Interdisciplinar de Novas Tecnologias na Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2004.
- [12] Valle, L. R. L and Cruz, D. M. "Reinventando a TV e o Vídeo na Escola: Uma Experiência com a TV Escola e os Professores da Rede Estadual de Ensino do Paraná", 2002. Disponível em:
http://www2.abed.org.br/visualizaDocumento.asp?Documento_ID=79,
acessado em: 30/4/2010.
- [13] Xavier, Maria Luisa M. A relação pedagógica. In MORAES, Vera (Org). "Capacitação Docente". Porto Alegre: Editora da universidade, 1996.
- [14] _____. Introduzindo a questão do planejamento: globalização, interdisciplinaridade e integração curricular. In "Planejamento em Destaque", Porto Alegre, Mediação, 2000.