

**Title:**                    **Enhancing authentic learning through the use of smartphone videos**

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### **Learning Outcomes**

By the end of this session, delegates will be able to:

- Recognise the challenges of creating an authentic learning environment during the pandemic.
- Reflect on the outcomes of using smartphone videos as a means of engaging students in 'authenticity'.
- Critically examine the role of smartphone videos as part of a flipped approach.
- Evaluate the findings in terms of the applicability of the concept of 'pint size videos' in participants' own module/learning design.

### **Outline**

During the COVID-19 pandemic, academics in the UK and around the world had to adjust their practice almost overnight from predominantly face-to-face to fully online or remote ones (Nerantzi, 2020). Thus, for my undergraduate module, a change in module design led to the introduction of a series of 'Pint Size Research' authentic learning videos. These are created using my own smartphone, together with Canva and Clips. The main purpose for creating these videos is to engage students in "authenticity" and to support learning remotely.

The word "authenticity" is interpreted in a number of ways in current literature about learning and curriculum, although it can be viewed as giving student learning a similar emphasis to that of the "real-world" context and community of practice (Stein et al., 2004). Bozalek et al. (2013) noted that authentic learning has been suggested as a way to bring the necessary complexity into learning to deal with challenges in professional practice that students will encounter following graduation.

Each of my pint size (two to eight minute) videos focuses on a real-world scenario and questions. Students get to work on real-life problems and are more motivated to learn when they see how a concept relates to their own lives (Watters & Ginns, 2000). The videos form part of a flipped approach whereby students work on the tasks in their own time, we then discuss the scenarios and answers during synchronous online sessions.

In summary, change to my module design involved the introduction of pint size research videos as an authentic learning tool. My presentation reports on the process of changing module design to include asynchronous pint size research videos, shares students' feedback, and finally, provides useful takeaways for colleagues interested in developing their own learning videos

## **Activities and Approximate Timings**

The outline of the presentation is as follows:

- Rationale, process, students' feedback and key takeaways associated with introducing pint size smartphone videos (20 mins)
- Questions from participants and closing summary (10 mins).

## **References and sources**

Bozalek et al. (2013) noted that authentic learning has been suggested as a way to bring the necessary complexity into learning to deal with challenges in professional practice that students will encounter following graduation.

Nerantzi, C., (2020). The use of peer instruction and flipped learning to support flexible blended learning during and after the COVID-19 Pandemic. *International Journal of Management and Applied Research*, 7(2), pp.184-195.

Stein, S.J., Isaacs, G., and Andrews, T. (2004) Incorporating authentic learning experiences within a university course. *Studies in Higher Education*, 29(2), 239-58.

Watters, J.J. and Ginns, I.S. (2000). Developing motivation to teach elementary science: Effect of collaborative and authentic learning practices in preservice education. *Journal of Science Teacher Education*, 11(4), 301-321.