

Annotated Bibliography

Schwartz, D. L., & Hartman, K. (2007). It is not television anymore: Designing digital video for learning and assessment. In Goldman, R., Pea, R., Barron, B., & Derry, S.J. (Eds.), *Video research in learning science* (pp. 349-366). Mahwah, NJ: Lawrence Erlbaum Associates.

This 2007 article focused on video as a powerful technology for learning. Educators reviewed videos of their own teaching that revealed their strengths and weaknesses as instructors.

Schwartz and Hartman (2007) expressed that their goal in this article was to help the school system consider the relation between video and learning. To engage creative interest in the potential of video within multimedia for instruction and research. With technology, video naturally captured occurring events that often elude the naked eye when seen in person. Through observation, digital media had put video in the hands of many in society. Interesting enough, there has been little research explored for its unique potential for learning. To help educators make some headway in light of the limited literature on video for learning, the two authors tried to make realistic connections for people to see that there are distinct learning outcomes when using digital video in the learning environment. Designing contextualized case-based instruction will help prepare the school community to actually engage.

The 2007 article highlighted how multimedia is relatively new. There are fewer established techniques, and it is useful to capitalize on extant formal features. Schwartz and Hartman (2007) expressed that the potential for innovation and exploration for multimedia potential is extremely high. With limited literature on video for learning, the two authors tried to help people see that

there are distinct learning outcomes. The authors compared different techniques of assessment to help readers discern what makes these outcomes different. In addition, Schwartz and Hartman (2007) gave some examples of “how to do” videos that help learners learn and help people learn “if” they have learned. Finally, the authors provided facts and explanations about why certain forms of technical presentation affect different types of learning outcomes.

Reflecting on Schwartz and Hartman (2007) article on educators implementing video as a powerful technology tool for learning is interesting because one would think the formula is “more direct” when using multimedia for instruction and research. A supportive technology environment can positively influence our learning motivation as educators and promote our students into higher and deeper thinking patterns of learning. The part that struck my interest is when the two authors made comments that there has been **little research done** when pertaining to the science of **using digital video for learning**. There needs to be more hard video evidence from doing more research/experiments to help contextualize our instruction. To help prepare and motivate our students to be more engaged digitally. I would like to evolve my DET research as a Central Michigan University graduate student through studying more on why using multimodal learning videos can engage multiple senses, such as sight, sound, and movement. How can this appeal to a variety of learning styles in K-12 visual arts and other core subjects in education? Since multimedia is relatively new, I also want to expand my mind and really dig into research on how to design visual arts digital videos for learning and creative assessments purposes. I want to use technology as a powerful storytelling device that can help my art students endure less passive learning and strive towards visualizing realities and **feeling** something in and out of the classroom.

#CaseBasedInstruction #Contextualized #CreativeAssessments #DeeperThinkingPatterns
#DesigningDigitalVideo #DistinctLearningOutcomes #DigitalMedia #DigitalVideoResearch
#EngageMultipleSenses #LessPassiveLearning #Multimedia #MultimodalLearningVideos
#StudentEngagement #SupportiveTechnologyEnvironment

Tomar, S., Arundhathi, A., Gupta, S., & Sharma, M. (2024). Digital Assessment: Impact on Student Motivation, Peer Learning, Group Dynamics. *Journal of Education and Learning (EduLearn)*, 18(1), 9-17.

<https://cmich.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/digital-assessment-impact-on-student-motivation/docview/3087565090/se-2>

This 2024 article focused on universities that shifted to online education due to the Coronavirus Disease 2019 (COVID-19) pandemic. Teaching methods and assessment patterns across disciplines underwent a global change paired with a new shift towards collaborative digital assessments. Educators investigated and through research had learned that learning experiences were a clear contributing factor to student motivation in online courses. In addition, there were recent debates that pertained to this article about whether these shifts to digital education have benefited everyone equally, and who has been excluded in the process. Many institutions had adopted “blended learning” practices, which entail using a mix of traditional and online teaching methods. Tomar et al. (2024) expressed that blended learning and the use of technology also helped to create a more conducive learning environment. The experiment in this article was created in January 2022 while the teaching was completely online (since March 2020) because of the COVID-19 pandemic. Students did not have the

opportunity to engage with many live oral presentations or group based projects. However, the students had prior experience of working in an online group setup. Qualitative and quantitative methods were used for data collection from fifty-five students who worked in groups to create YouTube videos on pre-selected modules. Additionally, since it was a technical subject, the delivery of technical content played a major role in the oral presentation from the students. In later context, the four authors' analysis revealed that this assessment tool had a significant impact on peer learning, motivation and group dynamics. Students were more motivated to learn and share their learning. In response to this technical need for assessments that build skills, educators have been innovative in numerous ways, including online and digital assessment forms, such as digital (YouTube) storytelling, creating blogs, and integration of social media into assignments. The authors importantly noted that students could also successfully engage in recognising and addressing group dynamics, thereby cultivating more than just subject knowledge. The authors finally examined the effectiveness of blended learning techniques. That examining student assessments was useful to give insights into whether learning had actually been beneficial, and whether learning and assessment techniques impacted student motivation.

The 2024 article illustrated that there is a positive impact of digital assessment on student motivation, peer learning, and group dynamics. The Coronavirus Disease 2019 (COVID-19) pandemic pushed many educators to adapt to new assessment modes in response to the shift in teaching and learning to the bigger ideas of online mode. The article also suggested that online peer assessment facilitates conflict resolution among learners by using mechanisms like regular interaction and communication. Tomar et al. (2024) noted that blended learning and the use of

technology also helps to create a more conducive learning environment. The assessment tool had a significant impact on peer learning, motivation and group dynamics. Students were more motivated to learn and share their learning. In response to this technical need for assessments that build skills, educators have been innovative in numerous ways to relate to their students through blended learning techniques.

Reflecting on Tomar et al. (2024) article on universities that had to shift to online education due to the Coronavirus Disease 2019 (COVID-19) pandemic. Teaching methods and assessment patterns across disciplines underwent a global change paired with a new shift towards collaborative digital assessments. Technical assessments involving podcasting, digital storytelling, and video production serve this purpose and were often taken up by students enthusiastically. Students now have greater access to online video content for their own learning and are keen to contribute to this existing pool with their own creations. Moreover, students stand to gain important skills such as creativity, communication, and professional skills through (YouTube) digital storytelling assignments. What struck my attention the most is how Tomar et al. (2024) stressed collaborative learning becomes possible with students having cognitive and metacognitive skills, which are simultaneously developed as a result of the collaboration.

Students learn skills such as teamwork, their quality of learning the subject matter is also creatively enriched. When it comes to being creative, two heads are always better than one. As a K-12 Art Educator, collaborating with someone else (staff/students) can help me develop new and innovative ideas, and it can also help me improve my creative work through traditional and digital art. Since the pandemic, I have had the opportunity to stream digital storytelling through my personal YouTube channel to help connect my students and help keep them connected at

home during uncertain times (COVID-19). I would like to evolve my DET research as a Central Michigan University graduate student through adopting more “blended learning” practices, which entail using a mix of traditional and online teaching methods towards visual art practices of digital storytelling through “bigger” ideas.

#AssessmentTool #BiggerIdeas #BlendedLearningTechniques #DigitalAssessments

#DigitalStorytelling #COVID19 #GroupDynamics #OnlineMode #PeerLearning

#QualitativeMethod #QuantitativeMethod #StudentMotivation ##VideoCreation #YouTube