

CHAPTER IV

DEVELOPMENT OF VIDEO INSTRUCTIONAL MATERIAL

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4.1.0 INTRODUCTION

The Methodology, namely, sample, experimental design, tools, procedure of data collection and data analysis was presented in the previous chapter. The present chapter is devoted to the developmet of Video Instructional Material. It is explained under captions like Pre production, Content Research, Print Research, Visual Research, Discussion, Suggestions

from Technical and Subject Experts, Video Scripts, Visualization of Idea, Production, Shooting and Recording and Post Production.

4.1.1 DEVELOPMENT OF VIDEO INSTRUCTIONAL MATERIAL

The investigator developed Video Instructional Material in Educational Psychology and then studied its effectiveness in terms of Achievement in Educational Psychology and Reaction towards developed video instructional material. The main objective of present research was to study the effectiveness of Video Instructional Material in Educational Psychology hence the investigator prepared Video Instructional Material. The development of Video Instructional was conducted in three steps that are (i) Pre Production, (ii) Production and (iii) Post Production.

4.1.1.1 PRE PRODUCTION

Following points were concerned in Pre Production stage of preparing Video Instructional Material.

4.1.1.1 CONTENT AND PRINT RESEARCH

The investigator identified and collected sources for Video Instructional Material in Educational Psychology. Investigator collected Educational Psychology syllabus from all the universities of Madhya Pradesh and identified common syllabus. Investigator selected five units of common syllabus for preparing Video Instructional Material. Investigator classified the content and concept mapping were done. Investigator identified and selected standard books for taking content of Educational Psychology. Investigator identified five topics to prepare video instructional material, namely, educational psychology: introduction, learning, personality, exceptional children and adjustment. The criteria for selection of content were suggestions of subject teacher from all universities of Madhya Pradesh (appendix-IV.I and appendix-IV.II) and Common syllabus of educational psychology prepared after analyzing educational psychology syllabus of all universities of Madhya Pradesh (appendix- V). After analyzing identified content investigator has written scripts for five units of Educational Psychology.

4.1.1.2 VISUAL AND MEDIA RESEARCH

The investigator reviewed Video Instructional Material prepared by UGC New Delhi IGNOU New Delhi; Video Instructional Material developed by School of Education, DAVV Indore; Video Instructional Material developed by EMRC Indore. Investigator studied and collected information about developed material in other universities. The investigator collected different visuals relevant to content of Video Instructional Material in Educational Psychology from books and websites. Investigator also collected information about components of Video Instructional Material by technical and subject experts.

4.1.1.4 DISCUSSION WITH TECHNICAL AND SUBJECT EXPERTS

The investigator discussed content of Video Instructional Material with subject experts and technical experts for development of Video Instructional Material. Components of Video Instructional material were also validated by technical experts. Investigator identified components of Video Instruction Material (Appendix IV.V) which was validated by 22 experts from CIET, New Delhi and from different universities of India (Appendix IV.VI).

4.1.1.5 SUGGESTIONS OF TECHNICAL AND SUBJECT EXPERTS

The investigator collected suggestions of technical and subject experts and used it in development of Video Instructional Material in Educational Psychology. The validation tool (appendix-IV.V) was developed by investigator which has following items. The experts gave responses for components of video instruction material and suggestions to develop it. The component validation and suggestions for video instructional material were taken from 22 experts who belong to different universities and EMRC's (appendix-IV.VI) across the country. The analysis of experts suggestions are given below in table 4.1.

Table 4.1: Component wise suggestions of experts on video instructional material

Components	To be included $\frac{1}{4}\sqrt{\frac{1}{2}}$	To be not included (\checkmark)	Incorporated/ Not Incorporated
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Graphics	22	00	Incorporated
Power point slides	22	00	Incorporated
Audio	22	00	Incorporated
Introduction of lesson	22	00	Incorporated
Sum up	21	01	Incorporated
Definition and difficult words	22	00	Incorporated
Lecture by subject expert of concepts	19	03	Incorporated
Group discussion	15	07	Not Incorporated
Blackboard work	05	17	Not Incorporated
Student interaction	20	02	Incorporated
Relevant story and examples	22	00	Incorporated
Sound proof recording studio	20	02	Not Incorporated
Extra Light	18	04	Incorporated
Pre and Post test	22	00	Incorporated

It is clear from table 4.1 that graphics, power point slides, introduction of lesson, sum up, definition and difficult words, teacher's lecture, student interaction, relevant story and examples, extra light, pre and post testing were incorporated in research and development of video instructional material while group discussion, blackboard work and sound proof

recording were not incorporated in it. Reason for not incorporating group discussion and sound proof recording is that investigator tries to maintain live classroom situation. Blackboard work was found not legible to few students during try out; hence it was also not included in video instructional material. Other Suggestions of experts are as follows which were used in development of Video Instructional Material.

Table 4.2: Suggestion wise frequency of suggestion

S.No.	Suggestion	Frequency
01	Relevant visuals should be used.	20
02	Audio should be clear.	20
03	Pronunciation of presenter should be correct.	18
04	Examples should be taken from daily life	17
05	English terminology should also be used with Hindi terminology	14
06	Text should be associated with appropriate visuals	15
07	Visuals should be self explanatory	12
08	Graphics should be clear and self explanatory	15
09	Presenter should use proper stimulus variation during presentation of content	15
10	Logical sequencing of different segments	18
11	Use simple language	20
12	Idea should be smoothly developed	18
13	Comprehensive explanation of the concept should be given	12

It is clear from above table that all suggestions were useful and important in development of video instructional material. Modifications were made in development of video instructional material like relevant graphics were used, power point slides were used, simple language was used by presenter, proper explanation were done, examples were taken from daily life etc.

4.1.1.6 VIDEO SCRIPTING

The video scripts were developed by the investigator on common syllabus of Educational Psychology of Madhya Pradesh. The language of video scripts was Hindi but all technical words and definitions were also given in English. Investigator used simple language and daily life examples to make effective communication in it. Visuals were used at appropriate places to make content more interesting and effective.

4.1.2 PRODUCTION

The idea, content and scripts were developed in pre production. It was converted into visuals in production. This has been done through video shooting. The investigator firstly discussed the concept with the technical team members. According to availability and convenience of equipments and students a detailed shooting plan was prepared. The permission was taken from Head, School of Education for shooting video films. The lecture based script on Educational Psychology was delivered by researcher to B.Ed students (Section 'B' Session 2009-10) and same was recorded with the help of 3CCD Video Camera by a cameramen. Video film was shown to B.Ed 'B' Section students of 2009-10 students for feedback and corrections. Students and subject teachers were given suggestion in terms of comprehension and improvement in Video film on Educational Psychology.

Table 4.3: Frequency wise feedback/ comments of Students and Subject Teacher after try out

S.No.	Feedback/ Comments	Frequency in percentage
01	Speed of prestaton was too fast	88%
02	Blackboard work was not proper	65%
03	Sound was not clear	20%
04	Examples given were relevant to content	95%
05	Appropriate visuals were used	52%
06	Content of film is appropriate	32%
07	Explanation is proper	85%

In try out students given feedback that speed of presentation should not be too fast, blackboard should be replaced by power point and content should be small with more explanation. The investigator had developed Video Lectures on five units of Educational Psychology by keeping in mind suggestions of students and subject teachers. Investigator tried to keep maximum precautions during production of Video Instructional Material on Educational Psychology.

4.1.3 POST PRODUCTION

In this stage Video Editing, Sound mixing and preview of the programs had been done by the investigator. The recorded visuals and audio material were captured or transferred to adobe 6.5 Non Linear Editing systems. In the first stage, the investigator edited the rough cuts in AVI file like trial cuts, unwanted sound etc. Video transitions were applied to make the programme interesting and visually rich. Computer graphics were used in programme. After completion of video editing mixing of different tracks were done by the investigator. The video was taken on compact Discs and shown to experts for preview. Suggestions of experts were incorporated and then changes done in AVI files, the list of AVI files are as follows. (i) Educational Psychology: Introduction, (ii) Personality, (iii) Learning, (iv) Adjustment and (v) Exceptional Children.

THE SCHEMATIC REPRESENTATION OF VIDEO INSTRUCTIONAL MATERIAL DEVELOPMENT AND TREATMENT

