
STUDENT-MADE VIDEO PROJECT TO ENHANCE STUDENTS' LEARNING EXPERIENCE

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Abstract

Student-made video project was implemented in this research to develop students' English skills in a more meaningful task, and to train the technical and soft skills required for living in 21st century citizenship. The objectives of this research was to find out the most developed English skill in each phase of video project implementation, as well as to analyze whether the students perceive student-made video project as positive learning experiences to develop their 21st century skills in relevant to their future career. Close-ended questionnaire was distributed to 31 students of Management class to obtain quantitative data, while the qualitative data were gathered from group observation, group reports, and semi-structured interviews. The results revealed that in the preparatory phase the students stated that they develop their writing the most, in the production phase speaking skill was trained the most, and in the video presentation phase the students' reading and listening were the two English skills that developed the most. Moreover, the students also viewed the project as positive learning experience in developing 21st century skills. The skills included self-directed, knowledge creation, collaboration, and digital literacy. However, the roles of teacher in the project work should be taken into a deeper understanding in the future research.

Keywords: *student-made video, project work, learning experience*

1. INTRODUCTION

Since January 2016, ASEAN Economic Community (AEC) has been effectively applied. It provides employment opportunities for citizens of ASEAN countries, including Indonesia. In order to compete in ASEAN area, Indonesian workers must have sufficient expertise and skills. Among them, English skills and 21st century skills are the basic requirements for recruiting new workers as companies prepare themselves to compete globally among ASEAN nations.

Unfortunately, based on a research by Asia- Pacific Working Paper Series (2015), Indonesia is categorized as one of three ASEAN countries that need to improve English language proficiency the most, along with Thailand and Vietnam. Moreover, beside the lack of English language proficiency, employers report significant gaps in both technical and soft skills. The overwhelming majority of reports on skill gaps in all ASEAN countries suggest that the lack of 21st century skills, such as digital literacy, inventive thinking, collaborative work, and self-directed, is a critical void in the workforce candidates.

One way to deal with this challenge is to be aware in advance and seek opportunities to integrate real-life related tasks in English language class to prepare Generation Y students to be proficient in English and to be skillful in working fields after their college years. However, successfully preparing all learners with the skills and capacities for 21st century citizenship is not a simple order. Many educators are finding that the conventional forms of education that have evolved through the end of the last century are simply inadequate for achieving these goals. At the same time, dramatic advances in educational technology are forcing educators to reconsider how they approach learning, instruction, and the environments created to foster these.

At Universitas Bengkulu, English is a required course for the first year students from different faculties. Each class has 30 to 60 students who have different English language proficiency levels and different learning styles. Due to the large class size and different learning preferences, it is hard for a teacher to pay attention to individual student equally or allow one to practice the English skills sufficiently

in a limited class time. To solve this problem successfully and to keep pace with the growing impact of technology, project work with technological tools was implemented in this study.

One type of technology that has earned its popularity to cover various learning styles in English language instruction is video. As the world continues its journey into the second decade of the century, the propagation of video technologies in education is poised to accelerate because of the proliferation of portable devices and the explosion of internet and mobile phone users. Not only this technology has widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively. Further, videos in various forms are an integral part of students' lives so it makes perfect sense to bring them into the language classroom.

The benefits of video have been discussed in many research literatures. For the most part, academic researchers discuss the use of professionally made videos to supplement to lectures, to provide students with realistic situations, images and discussion, and to add an experiential flavor to the classroom instruction. There are also examples in the research literatures in which instructors created digital materials to supplement class content through podcasts, vodcast, and short digital videos. However, a less discussed topic is about student-made video. To fill this gap, in this research the researcher applied student-made video project to improve students' learning experience.

Video production project requires more preparation than other assignments such as a typical in-class presentation. Greene and Crespi (2012) argue that not only it is necessary for the student to synthesize various sources on the subject content, but also the student must write it down as a script, read it, recite it and then create a video, sometimes requiring multiple "takes" and subsequent editing. Each of these steps repeatedly exposes and reinforces all the English skills for the students.

Moreover, in this project students might apply many of those skills mentioned as 21st-century skills. Firstly, student-made video project might promote independent learning. The video project fosters students' ability to look for more knowledge and improve their English outside the classroom on their own time. As the students were compelled to complete their project work, they become more independent and have to initiate activities by themselves outside the classroom. In other words, doing project work allows the students to be more independent and in control. English language ability and students' autonomy development as parts of benefit of implementing student-made video project are viewed as beneficial to their future career.

In addition, according to Loveless (2002) video-making project promotes creative and active learning. It also encourages social interaction among students may not emerge in a conventional classroom (Goldfarb, 2002). Moreover, students will experience the sense of responsibility of their learning through this video-making project, and this activity provides a rich, memorable, and authentic learning experience for the students (Kearney & Schuck, as cited in Nikitina, 2009). Further, video production and improves their team work capability through working as a group. Hung, Keppell, & Jong (2004) add that video-making project will engage students in a meaningful authentic project within a supportive environment where they could actively and collaboratively construct video and represent the learnt knowledge with technology. All these show that the video-making project is relevant in the language learning and thus implemented in this study.

Researches on similar topic had been done by several researchers. Greene and Crespi (2012) investigated the perceived value of college student-created videos as a tool for enhancing the student's learning experience, Williams and Lutes (2013) discussed how video can be used to stimulate and motivate students to learn English, and Khalid (2014) explored how student generated contents are used to help increase students participation, engagement, excitement and learning. All of these researches illustrate similar results that the use of video has positive effect towards the teaching and learning of English, as well as students' behavior.

To distinguish the present research with the previous ones, in this research the researcher investigated two main conditions related to the demand of AEC. The first is the investigation of English skills that are developed the most during the implementation of the project, and the second is the students' perceived value of the project for the development of 21st century skills.

2. REVIEW OF RELATED THEORIES

How Video Promotes Learning

There is a pervasive belief, increasingly being challenged by research, that television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement. However, recent studies support the theory that viewing is instead an active process, one which can be “an ongoing and highly interconnected process of monitoring and comprehending” and “a complex, cognitive activity that develops and matures with the child’s development to promote learning” as what is stated by Marshall (2002).

Mayer (2001) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive”. The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as “the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television” (Stanovitch & Cunningham as cited in Corporation for Public Broadcasting, 2004). Other aspects of video that have been demonstrated to engage students in active learning are its address to multiple forms of intelligence, its use of multiple modes for content delivery, and its emotional appeal to viewers.

Student-Made Video Project to Enhance Learning Experience

Students of the twenty-first century are frequently described as multi-taskers, having short attention spans for any one project, comfortable switching from one project to another, and expecting and enjoying constant digital stimulation and gratification (Hofer & Swan, 2005). These students are expecting a different learning experience from what has traditionally been applied in the ordinary classroom instruction. Whereas prior generations of students were content with taking notes as the instructor lectured on subject matter, the expectations of students today are for a more active and engaging experience, an experience that utilizes their unique learning skills and styles.

New pedagogy should be developed from the integration of educational theory, current technology, and an understanding of the aptitudes and interests of the learner. Skiba (2007) supports the value of utilizing student created videos and developing pedagogy surrounding the digital expertise of twenty-first century students. Making classroom subject content appropriate to students’ communication styles would require instructors to communicate with a similar set of tools. Many educators have supported the notion that asking students to create their own content, in any form, is a valuable learning experience.

Requiring students to create video projects to explore subject content plays to their expertise, familiarity, and interests. Furthermore, the current generation of students has grown up in a video game and YouTube environment and are expecting more than lectures and Power Point slides in their educational experience. Imagine a university that integrates idea creation and idea sharing of YouTube into a digital format. Whether the academic world embraces this format or not is yet to be seen, but society is shifting into this world as a form of communication and information gathering. Google is more than a company; goggle became a verb in the Merriam-Webster Dictionary in 2006 meaning information retrieval. YouTube is more than a form of amateur video entertainment; it is a form of creative expression.

The analysis of the literature and classroom experience suggests students, asked to create videos to explain or experience course subject content, will enjoy the experience, will appreciate the experience and will believe that they benefit from the experience.

How Student-Made Video Supports the Development of 21st-Century Skills

According to Partnership for 21st Century Skills (2009), the elements of the 21st century learning outcomes are the skills, knowledge and expertise students should master to succeed in work and life. According to the NCREL (2003), 21st century skills consist of digital age literacy skills, inventive thinking which includes knowledge creation, self directed, and collaborative work. These four main characteristics will be the main item assessed in the questionnaire.

There are components under the digital age literacy namely, basic literacy, scientific literacy, multicultural and global awareness. Basic literacy is the skills of reading, writing, listening and speaking in

their mother tongue and the international language of English as well as the ability to give meaning and express ideas through a variety of media such as the use of ICT. Scientific literacy is a basic science subject to make connection with S&T to make something interesting. Multicultural literacy is a society that is harmonious, united which thrives in a peaceful and prosperous environment. It is closely related to the global awareness of literacy skills because the definition of global awareness itself is to satisfy the capacity to understand and identify the relationships among world organizations, countries, communities and economic and socio-cultural groups (Soh, Osman and Arsad, 2012).

Inventive thinking skills consist of adaptability and managing complexity, curiosity, creativity, risk taking, higher order thinking and sound reasoning. Adaptability and managing complexity refer to the ability to handle multiple goals, tasks, and inputs, while understanding and adhering to the constraints of time, resources and systems. Creativity is the acts of bringing something into existence that is genuinely new and original, whether personally or culturally. The student's capacity to think about a problem or challenge, to share that thinking with others and to listen to feedback is known as risk taking.

Whereas, self direction refers to students' ability to set goals related to learning, plan for the achievement of those goals, independently manage time and effort, and independently assess the quality of learning and any products that results from the learning experience. Curiosity refers to the students' desire to learn more about something and is an essential component of lifelong learning.

Effective communication comprises of teamwork and collaboration, interpersonal skills, personal responsibility, social and civic responsibility and interactive communication. Teamwork and collaboration refers to the skills of students in making an assignment or working with their group members effectively. Whereas, interpersonal skills refer to the ability of understand the feelings, motivations, habits and aspirations of others. This person who has interpersonal skills can interact easily and work with others to produce a practically useful and can provide motivation to others according to The Theory of Multiple Intelligence (Gardner, 2006). Interactive communication is one way of visual communication using a combination of text and / or voice for the communication to interact with each other. In the context of science education, initiatives to integrate the use of ICT and multimedia in teaching and learning are necessary because of the increasing competition in order to create IT-literate society. This would result in a more interesting and meaningful learning (Heather, Michael & Sylvia, 2002).

Lastly, increasing use of video by students is bringing them closer to media and ICT technologies, demystifying these technologies by placing them in the hands of learners and making them tools for content creation. At the same time, multimedia helps to foster other 21st century skills (Lambert and Cuper, 2008).

3. RESEARCH METHOD

The data collection procedure in this research took about three months in which there were 9 meetings started from October to December 2015. The following table illustrates the project procedures in the study.

Table 1 Project Timeline

Phase	Activity	Week 1-9
Preparatory Phase		
I	<ul style="list-style-type: none"> Preparation of students' briefing manual that included students' grouping, the scenarios, time frame of the activity, and instructions for video production. 	1
Video Production Phase		
II	<ul style="list-style-type: none"> Video generation by the students. Video project consultation Each group submitted the transcript of a video clip and received feedback from the teacher. 	2-4

Video Presentation Phase	
III	<ul style="list-style-type: none"> • Each group submitted the group's video clip and watched it together with classmates and instructor. 5-7 • Comments and suggestions from the teacher and classmates were shared.
	<ul style="list-style-type: none"> • The questionnaires were distributed to the students at the end of the class. 8-9 • The students were assigned in the interview session.

Moreover, there were three main instruments used in this research; group observation checklist and reports, questionnaire, and interview script.

a) Questionnaire

The designed questionnaires were administered to the subjects of 31 students of Management class. The closed-ended questionnaires were used to collect the quantitative data. In order to reach the same understanding, the questionnaire was orally translated into Bahasa Indonesia before being administered to the students. The students were asked to rate the degree of agreement on each item, the rating criteria are five point Likert scales.

b) Semi-structured Interview

Interviewing is a common means to collecting qualitative data, involving person to person encounter in which one person elicits information from another. The main purpose of an interview is to obtain a specific kind of information. However, not all of the participants will be interviewed. For each group, two group members beside the group leader have been randomly selected and interviewed. The interview sessions for each lasted approximately 8 to 15 minutes, were semi-structured and employed for the purpose of triangulating with the results of the distributed questionnaire. All of the interviews were conducted in Bahasa Indonesia (sometimes mixed with English in order to prevent language difficulty and anxiety, which could lead to the participants being unable to respond truthfully).

4. DATA ANALYSIS AND DISCUSSION

The collected data from questionnaire and interview was analyzed to get the findings of this research.

Main Findings – Development of English Skills

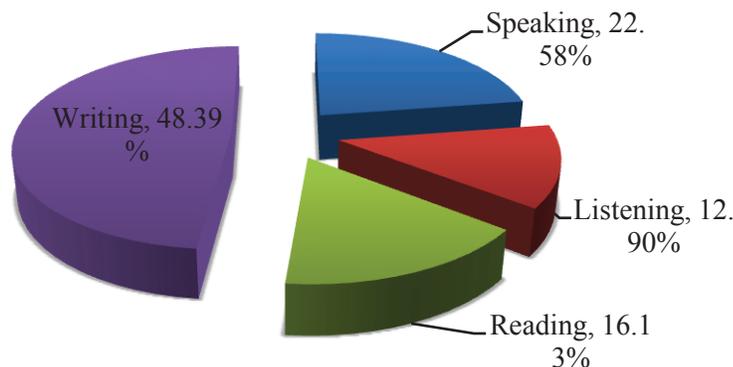
To find out the most developed English skill in each phase of student-made video project, a questionnaire had been distributed and analyzed, and interview to the participant had been conducted and transcribed. Before beginning the description of the analysis, the implementation process was described.

a. Preparatory Phase

In the start of the project (week 1), a briefing manual was developed to guide the students to achieve the expected outcomes of the activity. The manual included grouping the students, deciding the topic for each group, explaining timeline of the activity, and giving general instructions on generating the videos.

Based on the questionnaire, the data revealed that in this first stage the most develop English skill was writing with the distribution displayed in the pie chart below.

Development of English Skill in Preparatory Phase



In the interview session, some students stated that they developed their writing skill in the process of writing and revising the script. The process was done several times and they should sometimes change the words they were easier to memorize, therefore they familiarized themselves with various English words. The students argue that:

[Indonesian version]:

“Menurut saya Miss, skill yang paling berkembang itu writing. Soalnya pas tahap persiapan, bikin scriptnya kadang udah selesai tapi pas dicobakan ternyata susah dihapalnya, jadinya diganti dengan kata-kata lain yang artinya sama tapi lebih mudah diingat. Jadinya lebih terlatih Miss, semakin lama idenya semakin mudah muncul.”

[English version]:

“In my opinion, the most developed skill was writing skill. In the process of drafting the script in the preparation phase, sometimes the words were difficult to remember, so [we] replaced the words with other easier-to-remember words with similar meaning. So [we become] more well trained. As the process continues, the idea [of what to write] just comes naturally.”

In addition, some of the students also began to realize that they were not only practicing their English skills through discussions and conversations in this project, but they were informed by “Google” that there were a large number of learning resources which could be accessed with no charges from the internet. This indicated that the students not only interacted with technology in the production phase, but also in the preparation stage.

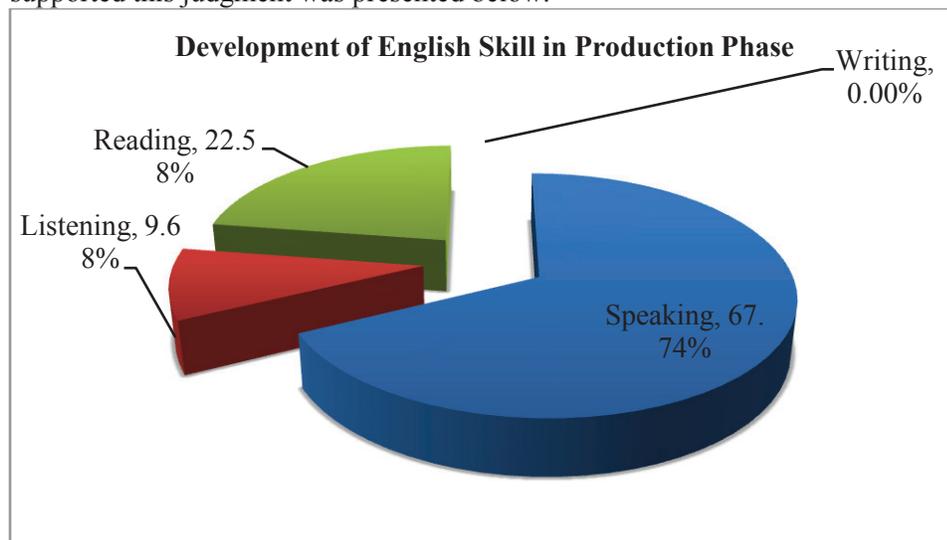
b. Video Production Phase

In this stage, before the students proceeded to generate the video, they should have collected the final script to the instructor to be approved or otherwise revised. Instead, the students requested to directly insert the dialogue in the video in the form of subtitle. The whole class can later discuss and evaluate the English use in the video in the video viewing phase. Following subtitle idea approval, the students proceeded to videotape the scripts in eight to ten minute video. Students were allowed to use any video recording device they had available and to use free software for editing their recorded videos. No formal lessons were provided in video production, and students had to use their own resources to generate the videos. The timeline for video production was three weeks. The subject of the scenarios and the learning content for each video are shown in Table 2.

Table 2 Theme of the Video for Each Group

	Video Topic and Theme	English content	Video Description
Group 1	Tourism Places in Bengkulu – Soekarno House	<ul style="list-style-type: none"> • Greeting • Give self-identification and personal information 	Application used: Viva Video Length: 8 mins 11 secs
Group 2	Introducing Friends	<ul style="list-style-type: none"> • Introduce oneself and others • Pronoun • The use of Simple Present Tense to explain daily routine 	Application used: Viva Video Length: 3 mins 16 secs
Group 3	Daily Life	<ul style="list-style-type: none"> • Using modal to explain ability and disability 	Application used: Viva Video Length: 5 mins 56 secs
Group 4	Tourism Places in Bengkulu – Fort Marlborough		Application used: Viva Video Length: 3 mins 37 secs
Group 5	Job Interview		Application used: Viva Video Length: 4 mins 37 secs
Group 6	Job Interview		Application used: Viva Video Length: 4 mins 25 secs

Moreover, in this second phase the English skill that practiced the most was speaking. The data supported this judgment was presented below.



Based on the interview, the majority of the interviewed students noted that their speaking, especially on fluency and pronunciation aspects, was trained the most in the video production phase. One of the positive comments argues that:

[Indonesian version]:

“Kalo saya yang paling develop itu speaking. Speaking itu jadi lebih lancar. Kan dialog nya diulang berkali-kali sampai hasilnya bagus, jadi speakingnya juga otomatis terlatih. Makin lama ngomongnya makin lancar. Walaupun memang cuma menghafal script, tapi ya lancar lah Miss... karena diulang terus, pengucapannya juga jadi makin mantap.”

[English version]:

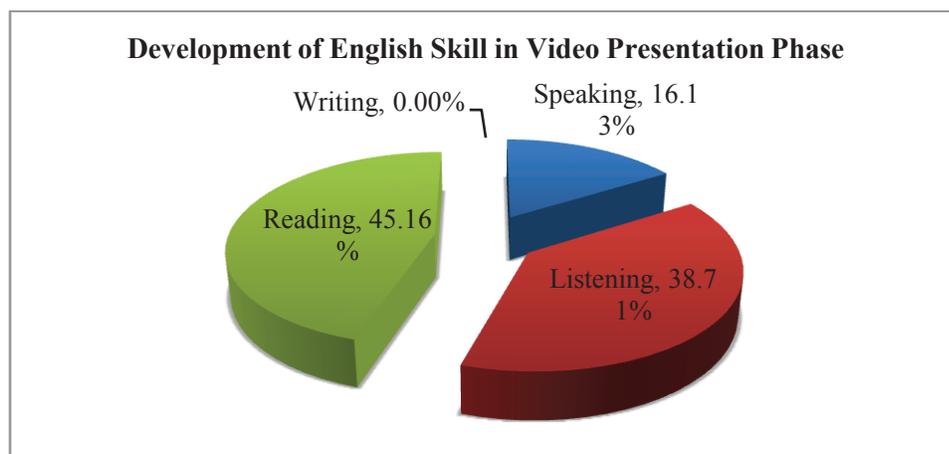
“According to me, speaking skill was the most developed one. My speaking becomes more fluent. The dialogues were trained repeated times until the result is good. The more we train [the dialog], the more fluent we speak. Although [we] just memorizing the script, but it can be categorized as fluent... and since the dialogues trained many times, the pronunciation also becomes clearer.”

Furthermore, this project required much time since the task was required many preparation and included several stages. The students argued that they had to get together outside their English class for several times in order to complete the project. But, they all seemed to enjoy the activity despite extra hours spent. They perceived that the hours they spent for making this project were so valuable since they could experience meaningful and fun learning.

c. Video Presentation Phase

In the meeting for project presentation (week 5-7), all the groups played the videos where everyone in the class could watch and listen. The researcher could observe some interesting findings after observing their discussion and conversational activities and these findings indicated that all the groups put serious efforts to the project. Firstly, all the groups showed videos with background music and visual effect. Some of the groups were even surprised to see the creativity made by other groups. Secondly, as the researcher had anticipated previously, the actors dressed like the persons they acted as.

Furthermore, the analysis of the questionnaire showed that reading, followed by listening, was the most developed skill in video presentation phase. The distribution can be seen in the pie chart.



Although the percentages of reading and listening were not significantly different, this result was still quite surprising. It was expected that the most trained English skill was listening since the main activity was watching. From the interview it was revealed that most students tend to read the subtitles in the videos instead of listening to the conversation. They did try to listen, but reading the subtitle was easier. However, the students did aware that they were expected to develop listening skill the most. Therefore, as an effort, they tried to read the subtitle quickly and match the sentences to what they heard. One of the students argued that:

[Indonesian version]:

“Hm, harusnya harusnya kan yang paling develop itu Listening kan miss pas nonton videonya, tapi kadang tuh lebih gampang baca subtitlednya, lebih simple. Jadi pas nonton itu saya baca subtitlednya sambil nyesuain sama apa yang didenger.”

[English version]:

“Hm, it should have been Listening that become the most develop skill in the video viewing session, but sometimes it easier to read the subtitle, [it’s] more simple. So, when i watched the video I read the subtitle and adjust it to what I heard.”

Thus, it was proven that overall students-made video project had successfully developed and trained students’ English skills. In the preparatory phase the students noted that they develop their writing the most, in the production phase it was speaking skill that had been trained the most, and in the video presentation phase the students’ reading and listening were the two English skills that developed the most.

Other Findings – Development of 21st Century Skills

Students also described their work as an active process in which they edited and used materials and information from outside the campus wall for their projects. Thus, the students perceived the students-made video project as positive learning experience toward the development of 21st century skills.

Firstly, the course supported activeness and self-directedness in learning. The project made the students seek additional information independently outside the campus wall and trained them to be responsible for completing their project work. They had self-evaluated their products, and sometimes they had to revise them several times. Moreover, students described their work as an active process in which they edited and used materials and information from outside the school for their projects. They discussed multiple viewpoints when creating their digital stories. In the process, the students can find authenticity, connections to real life, and did the information searching and processing which eventually lead to knowledge creation.

The students worked in groups with the aim that students would learn collaboration. Collaborative work requires that a group find methods of working effectively. The students reported that they had to set goals for their work, seek as a group how to complete their project, and make decisions on how to divide the project work. They also met challenges and tensions in the group. It was not always easy to overcome disagreements, but they also indicated that they learned to take the other group members’ perspectives into consideration and found solutions to tensions. How to give and get feedback had been the most challenging task.

In addition, the students described what they had learned about technology in the student-made video project. Regarding the most important aspect they stressed that the project taught them to get and find help when they have technological problems. They explore the internet for the possible solutions. Digital literacy seems to be connected with collaboration and sharing. In summary, the students noted that they became familiar with several 21st century skills, such as self-directed or independent learning, knowledge creation, collaboration, and digital literacy.

Discussion

In the present study, the implementation of student-made video was divided into three phases: preparatory, video production, and video presentation. The result of the implementation showed that the students develop their English skills during the process. Overall, they develop all of their English skills. This result is in line with the argument of Soh, Osman and Arsad (2012) who argue that the students are practicing their basic literacy in student-made video project. In which basic literacy is the skills of reading, writing, listening and speaking.

Further, the theory of (Greene and Crespi, 2012) supports this result as well. They mention that in the implementation of the project, not only is it necessary for the student to synthesize various sources on the subject content, but also the student must also write it down as a script, read it, recite it and then create a video, sometimes requiring multiple “takes” and subsequent editing. Each of these steps repeatedly exposes and reinforces all the English skills for the students.

However, even though students realize the benefit of the video project, in the implementation of the project students reported a variety of problems. The obstacles mostly caused by technology, time conflicts, and teamwork problems. The social contexts the students were in, how much they knew one another and how well they were able to use technology to complete the task, also should not be ignored.

Unlike the students in the study by Greene and Crespi (2012) where the students were in the third and fourth years of college, most of the students in the present research were only beginning to know one another during that semester, making it more difficult to negotiate issues with group members when facing

such problems and those concerning meeting deadlines. In addition, technology was also repeatedly viewed by the students as problematic, since not all of the students were expert at using their computers to make videos. It can be argued, for this reason, that careful planning with regard to group members and students' abilities is a vital factor in enabling project work to help students to learn more autonomously, make good use of peer feedback and cooperation, and create more knowledge on their own (Motteram, 2013).

Moreover, regarding the development of 21st century skills, student-made video project provides the learning environment for learning these skills needed in the future. Although definitions of 21st century skills vary, there are some commonalities. The most important factor, as mentioned by Partnership for 21st Century Skills (2009), is that students should have the capacity to learn throughout their lives, and that education should provide the skills and mental tools to enable them to do so.

In this study as the students were compelled to complete their project work, they became more independent and had to initiate activities by themselves outside the classroom. In other words, doing project work allowed the students to be more independent and in control. In addition to enabling them to be immersed in English to a greater degree, the project raised the students' confidence in using the language and involved with technology.

As they work on the project, students are empowered as well as challenged to express, negotiate, and learn with their teammates in line with what was stated by Damodharan and Rengarajan (2002). The process in a group work is important but not necessary without tensions. It can be noted that collaboration demands practice and learning about decision-making processes, and different viewpoints and perspectives should be taken into consideration.

5. CONCLUSION

Earlier studies revealed that students appreciated the video experience, as they thought that the task was relevant and entertaining. They agreed that it helped to reinforce the concepts they were exposed to in class. Importantly enough, the video project also encourages students to be active learners compared to the traditional lecture classroom. The project provides the students with a greater degree of satisfaction with the course, subject content, instructors, and classmates.

This study coherently shows that the students developed and trained their English skills during the implementation of video production project. In the preparatory phase the students noted that they develop their writing the most, in the production phase it was speaking skill that had been trained the most, and in the video presentation phase the students' reading and listening were the two English skills that developed the most. Furthermore, other than being beneficial in developing English skills, the students also viewed the project as positive learning experiences in developing their 21st century skills. The skills included self-directed or independent learning, knowledge creation, collaboration, and digital literacy. These skills also viewed as essential for career life.

Further research studies would benefit greatly from the investigations of how much students plan, implement their plan, and solve problems while working on their project work compared to their level of dependence upon the teachers. The differences, or similarities, between project work with different requirements, for example, students having to have a conversation with native English speakers, should be studied to deepen our understanding about how authentic use of English influences students' language learning.

Furthermore, the roles of teachers in project work are very crucial for the success of not only the students' work outcome but also how much students are guided so that they learn by themselves. Research in which different generations of teachers participate can be carried out focusing on the teachers' understanding of how to facilitate project work, the awareness of their roles in and outside the classroom, and the role they take in their own classrooms.

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