

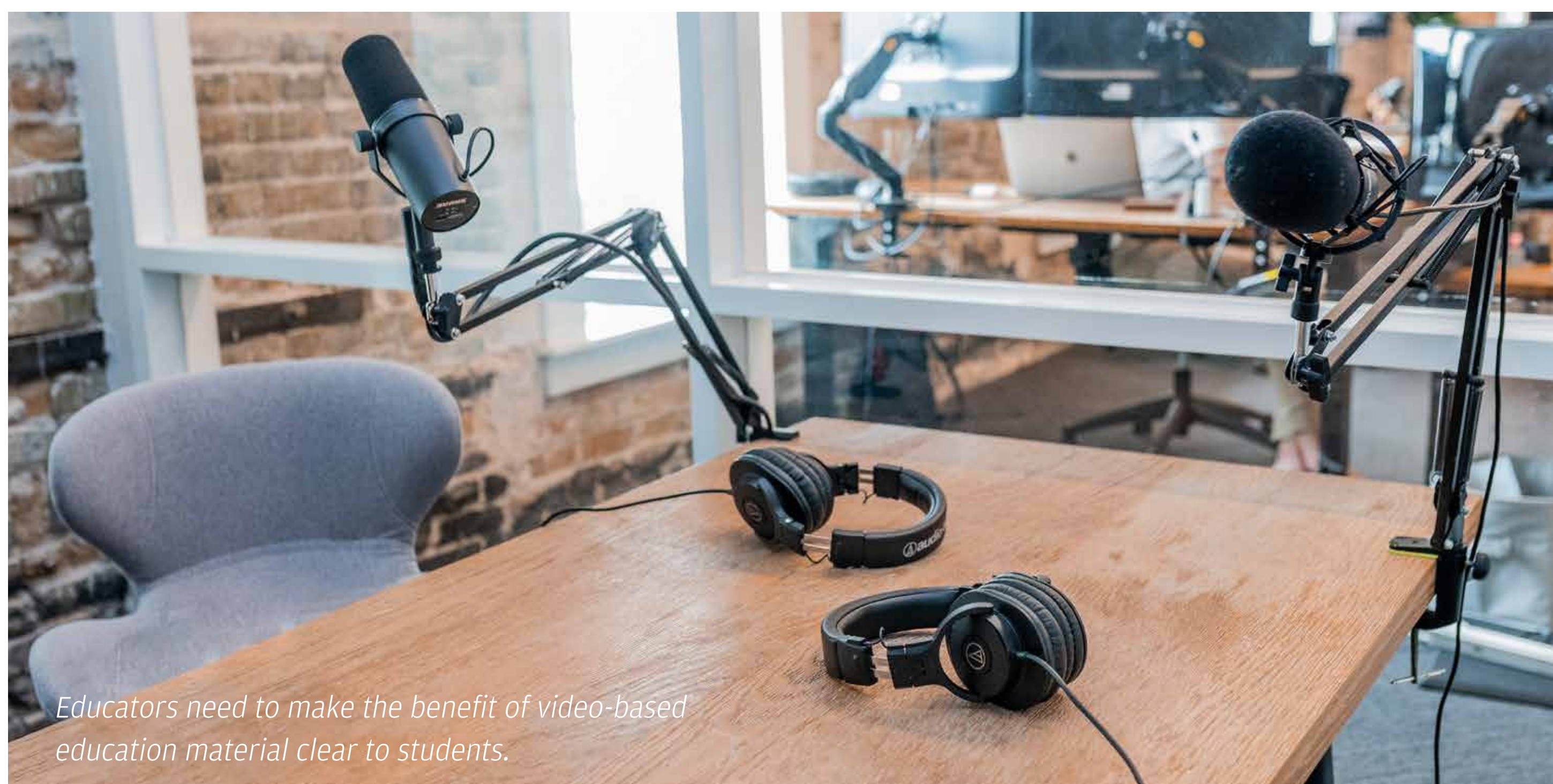


University students have no time for videos

Many educators' efforts in creating video-based educational tools go wasted.

Dr Kerry de Hart is a senior lecturer in taxation at UNISA.

<https://www.journals.ac.za/index.php/sajhe/article/view/2827>



Educators need to make the benefit of video-based education material clear to students.

Worldwide, during the current COVID-19 pandemic, teachers at every level have had to resort to “online” teaching. Videocasts are one of the many resources being used. They are an effective way of communicating complex and technical content. While learners believe that videocasts are valuable, the fact is that they are just not watching them for study purposes.

It is discouraging for educators to invest long hours and energy in creating videocasts, only for them to lie unused on a platform. Lecturers

at UNISA have investigated the use of videocasts by university accounting students, in order to see why students are not using video-based educational resources.

“Those who viewed the videos said that it saved them study time, or at least that the videos did not waste study time,” says Dr Kerry de Hart. “This being said, the lack of time was cited as the predominant factor that kept students from watching videocasts.”

Educators need to connect better with students and communicate

the benefits of specific video-based resources to learners.

“Educators who make the objective of each videocast explicit to learners will reap the benefit of connecting with learners through this medium,” says De Hart.

When educators merely make a list of resources for learners to view passively or voluntarily, they will find that learners do not engage with the resources and are wasting their valuable time.



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