

Analysis of Instructor's Reflective Talk and Students' Reflections of Online-Based Video Production Class with Collaborative Work Embedded

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The actual diagram on the poster provides a detailed analysis of the instructor's reflective and students' evaluative comments.

Background key concepts and of this study:

Fundamental key concepts of conducting Media Production Studies (MPS) class are Flander's Interaction Analysis Categories, FIAC (1970), Hough's OSIA, or Observational System for Instructional Analysis (1978), situated learning and activity theory. MPS has been offered face-to-face for about 20 years until 2019 and online-based from 2020 to 2023.

In this study, a reflective interview with the instructor was conducted from the perspective of a teaching assistant who participated in the class from 2020-2023. Additionally, 64 students' free-text comments from the course-end reflective evaluations during the same time period were extracted.

The analysis of class design as well as class content in this study, MPS, includes a number of teaching concepts and methods that have been developed and advocated over the past several decades. These include flipped classrooms, democratic instructional design with active student participation in class, the use of open-ended questions with no single/correct answers, teacher-participant model, collaborative work in diverse settings, conflict management within individual groups, etc. Also, the method of analysis used in this study, KH Coder, is a new text analysis program. It analyzes words from transcribed interviews. Co-occurrence among words is meaningfully depicted using the Jaccard index, ranging from 0.67(highest) – 0.29(lowest) in this result. The cluster-like diagram indicates how the instructor's words used in the interview are thematically related to the topics he discussed.

A submission-free and non-evaluated reflection sheet (RS) (available on the LMS, Moodle, in the MPS class) was provided at the end of each class, regardless of class format (online or face-to-face). This clearly motivated students; some expressed both conflicts and appreciation regarding class activities in their RS. These were returned to students two or three days later by email with a PDF attached. This practice supported the development of students' consensus building and conflict management in a practical manner.

This study is partially supported by JSPS KAKENHI JP24K22769, Grant-in-Aid for Research Activity Start-up.

Reference: K., Higuchi (2001) KH Coder <https://kncoder.net/en/>