



Video Assignment: Integration of technology embrace learning in media news reporting

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ABSTRACT

Compare to conventional learning chalk and talk in classroom, it is adequately to expose the students with comprehensive and innovative learning tool. Although students guided by the lecturer during the class, extra, through video assignment students perceived greater creativity in conducting their own research about news reporting. This study aims to understand the role of technology embrace learning in media news reporting through video assignments. In-depth interview was done and recorded digitally with Ryan Chua, Programme Coordinator at Pusat Komunikasi Masyarakat (KOMAS) with regards to the issue related to newspaper coverage and its role in maintaining racial harmony in Malaysia. Students adopting video recording and editing as a versatile learning tool. Further, results demonstrated that students were clearly preferred to engage more with video assignment because its more convenience for them compare to writing traditional papers. Other than that, video recorded convey the visual, style and delivery where it can help the students to produce interesting outputs. Lastly, it is recommended that video assignment is used extensively inside and outside the classroom where it adequately to expose the students with comprehensive and innovative learning tool.

KEYWORDS: Innovative Learning, Video Assignment, News Writing, and Communication

1 INTRODUCTION

Other than using conventional learning chalk and talk in the classroom, integrating video assignments into courses is adequately in exposing the students with a comprehensive and innovative learning tool. Although students were guided by the lecturer during the class, through video assignment students become more creative in conducting their own research in learning, which in this study, related to news reporting.

With the extensive growth of media and technology in news, students too need to adapt to the latest technology when communicating information in learning platforms, so video assignment is seen as an effective tool to achieve this. Hence, it will give them more freedom to record anytime, anywhere and enable the students compelling and report the news to a visually oriented diverse audience [2]. New methods in creating and distributing content have come not only to affect news reporting methodologies, but also to define both form and structure of news stories [3].

On the other hand, adopting video recording and editing as a learning tool, we can see this method as one of the most important facets in research-based learning because it encourages student engagement to be more creative in producing their assessment. The creative task of using moving images and sound to present a topic is indeed engaging and insightful but with adding these techniques allows students to get a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organisational skills [1].

2 OBJECTIVE

The purpose of this study is to understand how technology embraces learning in media news reporting through video assignments.

In compared with conventional learning, video assignment also consists of learning purpose, objective and problem solving which provide students with a specific question. Whether they are working in the context of teamwork or individual assignments, students are required to demonstrate academic knowledge and abilities, and to connect course materials, readings, and independent research to address a concrete problem by critically engaging, reflecting, evaluating, and presenting their own analysis and view on the subject matter [5][7].

This method will help students to learn more competently. Armed with a goal to turn information into audio-visual materials by highlighting important content, this video assignment served as a flexible delivery to make the finding of news reporting more interesting.

The key difference is that video assignments allow a visual dimension of presenting ideas, concepts, and connecting thoughts and materials in different ways, allow students to extend their comfort zone and thereby learn more effectively [6].

3 SIGNIFICANCE (S)

The video assignments embrace learning in media news reporting. It engages students in new and innovative ways, with the technology they love, the learning increases manifold and learning beyond the classroom. Creating videos to explain topic understanding, make in-depth visual projects, learning new concepts and ways of thinking are important parts leading to better development by turning the news reporting more depth than text alone.

4 METHODOLOGY/TECHNIQUE

The study required students to conduct the interview session using a list of pre-established questions to probe responses from the informant in expressing his view and uncover rich details regarding the topic.

Using in-depth qualitative interview with main respondent, Ryan Chua, Programme Coordinator at Pusat Komunikasi Masyarakat (KOMAS) with regards to the issue related to newspaper coverage and its role in maintaining racial harmony in Malaysia. Students adopting video recording and editing as a versatile learning tool. The interview session was done face to face with students applying videography as the main tool in conducting the study.

Experimenting on the application of video recording too offered new space for creativity and empowering the student's interest to move outside their comfort zone. They can then look at the challenge rather than the expectations to convey the desired knowledge, leading to successful results.

5 RESULT

The study found that the technology embraced learning in media news reporting through video assignments in various ways. It was found out that students engage more when they embark with video assignment. Students are found to be more attracted to conducting research on news reporting when adopting video recording as a tool in news gathering, editing and presenting their information. It is more convenient for the students as the video recording device allows capturing, editing, producing and presenting facts in an interesting, digital form as an alternative to writing traditional papers.

Other than that, video recorded conveyed the visual, style and delivery to meet the objective of the study, which allowed to capture body language such as voice tone, and gestures such as body movement, facial expression and other nonverbal cues which help the students to produce interesting storytelling outputs while keeping an accurate report.

Even though students do face some problems due to lack of experience with movie-making skills, the students are being positive and excited to produce video assignments as this enables them to compile their own materials, blend it with audio-visual materials and add pictures, animation, music as well as sound effects.

Video based materials boost student creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience. Combination of video and text makes sense, as it was believed that video is effective for more than simply showing dynamic processes. Video itself is a tool for learning that when properly applied obtains extensive benefits. It's also a medium for collaboration, and a language unto itself that is of universal appeal [4].

6 CONCLUSION

In conclusion, video assignment apparently supports students in a holistic learning approach and it can be much more interesting when it be introduced to the subjects, issues and materials outside the formal readings. A video is more than presenting or explaining the content but it's also stimulate student interaction with a concept. The variety of how video assignments are outlined in a program of study can promote the development of individual skills and marketability. Lastly, it is recommended that video assignment is used extensively inside and outside the classroom where it adequately to expose the students with comprehensive and innovative learning tool.

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