An Investigation Of Video Tutorial Criteria For Studio Lighting Course

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Abstract.

E-learning has been identified as one of the most relevance method in teaching and learning process, especially through the video tutorial materials. This research aims to investigate the most effective criteria of contemporary video tutorial that been used for studio lighting course in photography education. The studio lighting subject was selected as the research subject due to the lack of understanding among the students during the preliminary study. Mixed method approach been used to gather all the related data in this investigation including contextual analysis of literature review, questionnaires survey, and expert interviews. The finding of this research focusing on video tutorial criteria's; Typography and text, video duration, the language, lighting condition, audio and narrator, instructor, graphic elements, various shot, and equipment support.

Keywords : Teaching and Learning, Studio Lighting, Video Tutorial, Blended Learning

Introduction

Teaching and learning are the activities in education system that involves teachers and students. Education is one of the most important elements in human's life. Education helps us in learning and achieving new things in life (Aidah, 2003). In addition to that, technology of education has developed year by year. Nowadays, technologies are used broadly in the education system and make teaching and learning process become more interesting and effective. Furthermore, effective communication between teachers and student is very important in teaching and learning process. To achieve the best result, teachers and lecturers have to use various materials as tools to enhance the understanding among students.

In Malaysia, the scenario of photography industry is not the same with western countries, where mostly the salary for photographers there is higher compared to the local photographers. Therefore the local photographers have to face this scenario in their jobs. Even though most of local photographers are diploma and degree holders, they have to struggle to get jobs offer. Nowadays, Malaysian companies always seek for multitasking and creative photographers, and not always look for the certificates. Fresh graduate student need to prepare their self with the capability in completing any task given.

However the issue arises when the student does not perform very well and have a poor knowledge in completing the studio lighting task. Photography graduates in diploma level especially, need more exposure and knowledge before entering the industry; they should be well prepared with knowledge, theory and practice in their field (Mustafa, 2014).On the other hand, based on interview with previous students in the preliminary research stage, the student stated that it is difficult to understand the lighting theory with the current method used by the lecturer in delivering contents in class regarding the subject (Syaripah, 2008).

The e-Learning journal in Malaysian Higher Education Institutions: Status, Trends, & Challenges have stated that,

> "As e-Learning has been identified as one of the Critical Agenda Projects (CAPs) and a Key Result Area (KRA) of MOHE, a comprehensive study on the status, trends, and challenges of implementing e-Learning in HEIs was conducted and funded by MOHE" (EMBI, 2011).

Video tutorials have been the most relevance method in teaching and learning process through e-Learning because it is including cognitive goals, affective, and psychomotor (Anderson, 1987). In order to enhance the effectiveness of e-Learning approach in education, this research intent to investigate the most effective criteria of contemporary video tutorial that been used for studio lighting course in photography education, focusing for diploma level in Universiti Teknologi MARA.

Literature Review

Photographic Education

Photography is one of the world's universal knowledge that is important to learn. As mentioned by Mustaffa, photography is similar to the language or written words, which considered as a fundamental medium of communication

(Mustaffa, 2013). According to Lazlo Moholy-Nagy's "Knowledge of Photography is just as important as knowledge of alphabets."

Studio Lighting

Photography course in diploma level has a complex curriculum that is structured as a requirement to prepare the students with theory and skills. Studio lighting subject also offers knowledge about lighting theory and it's practical. This is because of the importance of the theory and skills itself. As a photographer, lighting is the main element that is very crucial to produce a piece of photography art work, aligned with the meaning of the photograph itself which derived from the Greek word, photography mean *"drawing with light"* which concludes; lighting is the most important element in photography.

Learning Process

Learning is a combination concept that is defined differently according to the setting in which its existence is debated. In educational definitions of learning as referred to Online Oxford dictionary, it is usually inclined to focus on learning as the process by which people get the skills, knowledge, understanding and elements. But in photography education theory, Mustaffa Halabi has stated in his book titled Photography: Its significance Strands and Value of Education", "Theory of learning addressing the fundamental process of application towards the acquisition of knowledge, this about how the learner acquires and attend knowledge" (Mustaffa, 2013).

Blended Learning

Blended learning refers to the use of information and communication technologies (ICTs) to enhance teaching and learning activities. Blended learning is realized in teaching and learning environments where there is an effective integration of different ways of delivery. The model of teaching approach and style of learning is a strategic and systematic approach by using technology combined with the best features of face to face interaction (Bourke, 2010). As outlined by I-Learn UiTM in 2013, Blended Learning is the process of integrating many different methods in which people learn through the use of "blending" virtual and physical resources that contain a variety of learning activities with the use of technology, lecturer and peer interaction.

A typical example of the delivery method of blended learning would be a combination of technology-based materials along with face-to-face instruction used in the content delivery. A lecturer can begin a course with well-structured lessons in the classroom, and then proceed with follow-up tutorials online. The students then join the online tutorial to continue the learning experience. The integration of a Learning Management System and the traditional face-to-face instruction also befits the term of blended learning.

The function of Video in Teaching and Learning

In the learning process, the media has a function as an information carrier from the source (the teacher) to the receiver (students) and the method is provide assistance to the students in receiving and processing information in order to achieve the learning objectives. In addition to that, the function of the media in the learning process is shown in *"Fig. 1"* below.
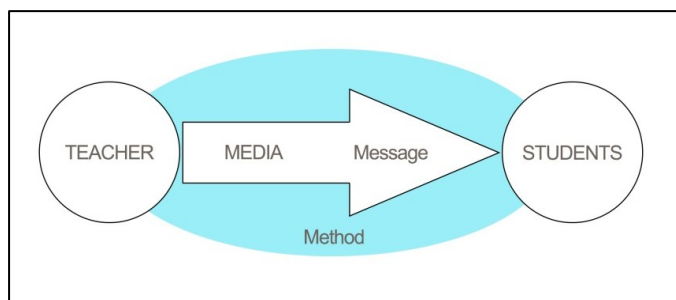
Figure 1: The function of media in teaching

In this activity, the interaction between students and the environment, media functions can be determined based on the excess media and obstacles that may arise in the learning process. Three excess media capabilities namely: First, the ability of fixative, which means that it can capture, store, and display the back of an object or event. With this capability, object or event can be drawn, photographed, recorded, filmed, then can be saved and when necessary, it can be shown and observed again, just like the original incident. According to Ronald Anderson, he stated about some goals of teaching using videos that include cognitive goals, affective, and psychomotor (Anderson, 1987).

Research Methodology

This research used mixed method to collect research data. In the first phase, a pilot study been conducted to get the response from students about their understanding of the subject. The questionnaires distributed to the selected third semester of photography students in diploma level from UiTM Perak, specifically the students who have studio lighting subject in that semester.

The researcher observed the learning process in the classrooms to investigate about the current method that used by the lecturers. At the end of each class, the researcher interviews the lecture to verify of each observation data. In depth interview was conducted with the alumni of the Diploma in Photography students who graduated from the same university to know about their past experiences and their point of views when they took the same subject before. And lastly, questionnaire was contributed to them. The questionnaires specifically designed to identify the popularity of video tutorial among the student and also to reveals how many of them that frequently used video tutorial on YouTube as a guide to get more understand about the course.

In the second phase, the researcher reviewed 50 video tutorials about studio lightning course which were collected from internet and market sales. In this phase the analysis process were extract several elements such as content development, instructor briefing, visual, audio, graphic element, lighting and shot. All those elements criteria were collected and analysed through a visual analysis. The data from interviews and the visual analysis was integrated and analysed to get the most effective criteria in the video tutorials.

Result And Discussion

Base on the interview that was conducted by the researcher, the result has shown that 85% of the students and lecturers are frequently use and refer to video tutorial on YouTube to get more understanding about any of topic regarding photography courses. It is shown that video tutorial is the best approach in teaching method to delivering information and teaching practice skill of photography courses. Based on the visual analysis in every collected video tutorial, there are nine elements that influencing the audience in video tutorial development ; Typography and text, video duration, the language, lighting condition, audio and narrator, instructor, graphic elements, various shot, and equipment support.
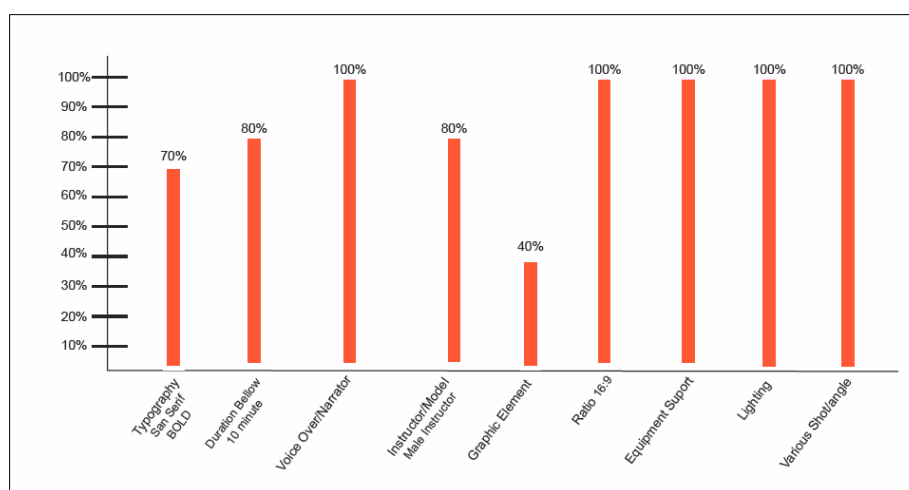

Figure 2: The most influencing elements in video tutorial

No.	Elements	Results
1	Typography and Text Element	70 % of videos using San Serif font and bold text in their video
2	Video Duration	80% of videos sample were produced below than 10 minutes
3	The language	100% English
4	Lighting condition	100% use lighting setup for video
5	Audio and Narrator	100% use narrators
6	Instructor	80% use men as instructors
7	Graphic Element	40% use graphic element
8	Various Shot	100% use various shots
9	Equipment support	100% use equipment to demonstrate

Figure 3: The video tutorials analysis results

Base on the integration data from observation, interviews, and visual analysis, it is shows that the highest priority that needs to be considering in development of a good video tutorial is language, followed by clear visual support by good lighting condition, good audio and narrator to deliver the information clearly, various shot and angle, and lastly is the equipment support.

Conclusions

A broader literature concluded that the usage of media is really important in teaching and learning process. As important as its function to deliver a message,

visual also helps to enhance the quality of the communication. Video tutorial really has become an attractive and effective medium to be used in teaching and learning either in photography class or others. The nine elements that influencing the effectiveness tutorial video can help the video developer to produce a good and effective video tutorial in studio lightning course in future.

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