

# Collaborative Video Project on Japanese Culture and Zoom Presentation via Flipgrid

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# HELLO!

A Professor  
Emeritus and a Part-  
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## I am Kazunori Nozawa

I love sharing my idea as a CALL researcher and practitioner.

- ▶ **CALL-Electronic Journal Editor-in-Chief**  
(<http://callej.org>) since 1999
- ▶ **Apple Distinguished Educator 2013**
- ▶ **Global Scale of English Thought Leader 2016**
- ▶ **Kahoot! Academy Verified Educator 2021**



# My Favorite Teaching Style

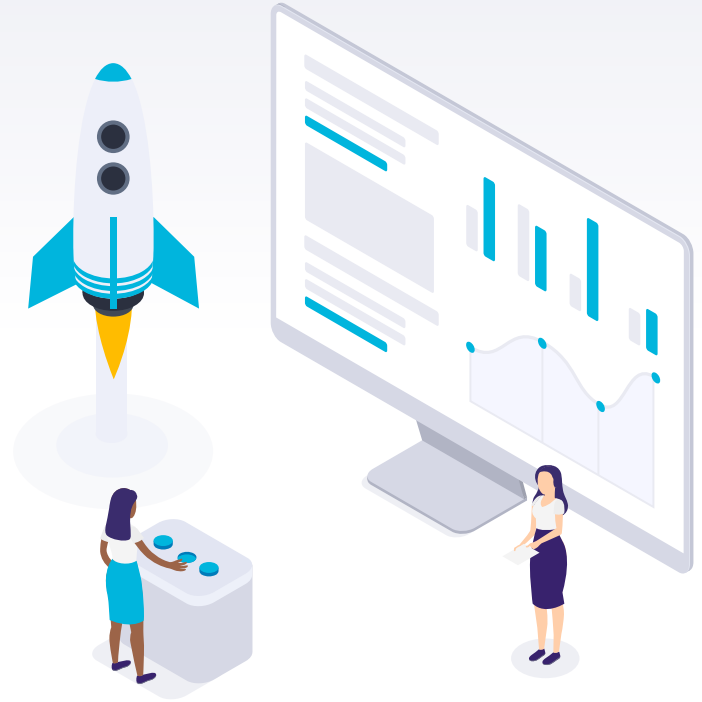




# PROJECT VIDEO

## Why?

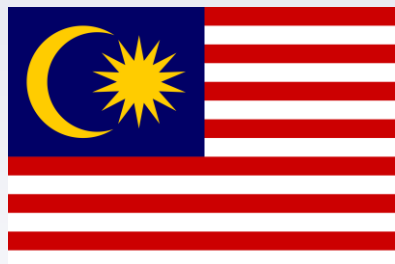
- **Primary: Increasing Higher Motivation Arousal**
- **Secondary: Enhancing speaking and presentation skills, and self-culture knowledge**





**Tons of Previous studies on  
Video Projects can be found!**

# Ting (2013)



- ▶ Investigated Malaysian students' perception on the implementation of video projects (VPs) using *Windows Video Maker* and a **blog** into the English language classroom.
- ▶ They were generally positive and excited about the VPs although initially there were some hesitations due to lack of experience as well as skills in movie-making.
- ▶ The VPs could draw out the students' creativity in integrating language with computer skills and cooperative learning and elevated their self-esteem and their willingness to express themselves using English.

# Aksel & Gürman-Kahraman (2014)



- ▶ 100 Turkish students from elementary(33), pre-intermediate (33) and intermediate (34) levels were selected to analyse how their **video project assignments (VPAs)** contributed to their English language learning process.
- ▶ The quantitative analysis of the data showed that the students had positive or neutral perceptions on the effectiveness of the VPAs for their language classes.

# Puspa (2016)

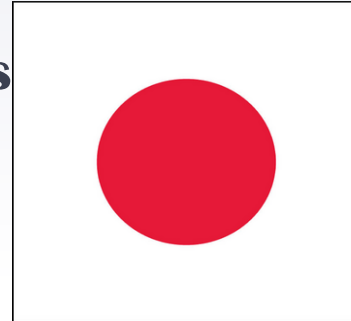


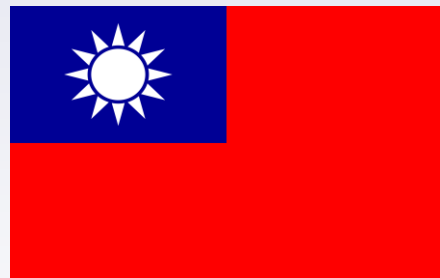
Found that in the preparatory phase the students developed their **writing** the most, in the production phase **speaking** skill was trained the most, and in the video presentation phase the students' **reading** and **listening** were developed the most.

Moreover, the students also viewed the video project as positive learning experience in developing 21st century skills that included **self-directed**, **knowledge creation**, **collaboration**, and **digital literacy**.

# ▶ Toland, Mills, & Kohyama (2016)

- ▶ reports on the perceptions of Japanese university students toward an **action research project** that utilized poster presentations in conjunction with **mobile-video reflective feedback**.
- ▶ indicated that most participants viewed **mobile-video enhanced self- and peer-reflective feedback** as beneficial tools that could help improve the quality of their EFL presentation performances.
- ▶ expressed concern about **public speaking anxiety, the protection of personal privacy, as well as the cultural contrast between Western and Japanese presentation styles.**





# ► Yang & Yeh (2021)

- ▶ investigated how assuming the role of local cultural material developers by making promotional *YouTube* videos helped EFL learners prepare to become socio-cultural agents to introduce themselves and their local culture to the world.
- ▶ Making *YouTube* videos helped EFL students to communicate aspects of their own culture, thereby enhancing their intracultural understanding and empowering them to take ownership of their learning

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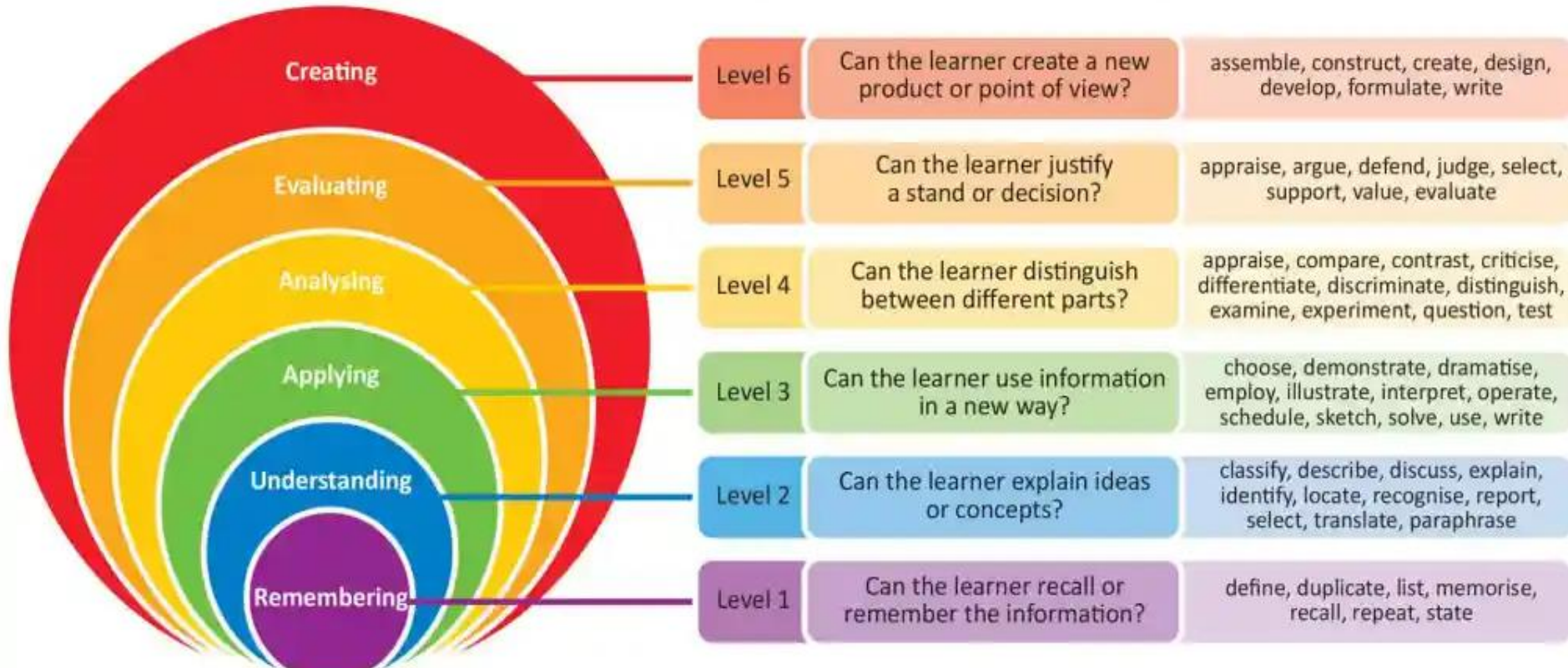
**Video informs and entertains people and, good or bad, today most people prefer to watch a video rather than read a page of text.**

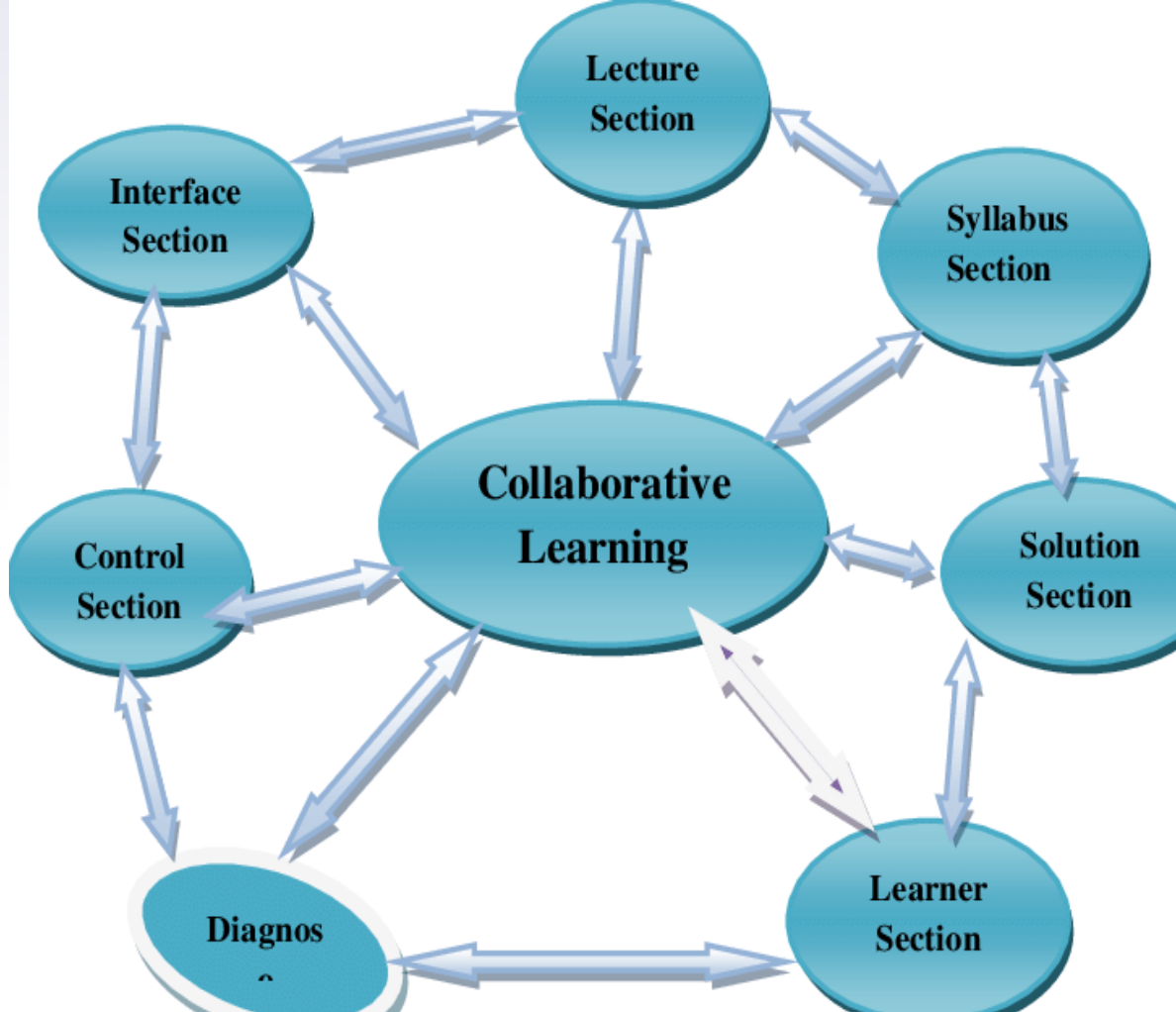
LISA LUBIN



# Bloom's New Digital Taxonomy (McNulty, 2021)

## Bloom's taxonomy (revised)





# Video Projects at-a-Glance

## 2020

5 times of **1-min Individual Video** in E103 classes. 2 times of **3-5 min individual video** projects in E104 and E107 classes. **One 5-10 min group video** project in General Education Seminar and NVC classes.

***Flipgrid*** and ***Google Forms***

## 2021

3 times of **3-5 min individual video** projects in E104 and E107 classes. **One 5-10 min group video** project in General Education Seminar and NVC classes.

***Flipgrid*** and ***Google Forms***



**Flipgrid**

## 2022

2 times of **3-5 min individual video** projects in E104 classes. **Two 5-10 min group video** projects in NVC class.

***Flipgrid*** and ***Google Forms***



Google Forms

# Method

## Individual Project:

Asked students to create *PPTs* or *Keynotes* and then 1 min or 3-4 mins videos (any video format) on an assigned or a chosen topic for each project.

## Group Project:

Formed groups of 3-4, asked to create *PPTs* or *Keynotes* and then 5-7 mins videos (any video format) on a chosen topic for each project.



After uploaded to Flipgrid, p2p evaluations were done using Google forms.

# Video Project Topics

## E103

- ▶ Self-Introduction
- ▶ Japanese Culture
- ▶ My Travel Experiences
- ▶ My Favorite TV/Radio/YouTube Programs
- ▶ My Part-time Work Experiences

## E104

- ▶ Learning English for Intercultural Communication
- ▶ Pros and Cons of ICT Websites
- ▶ Living in a City or a Countryside
- ▶ Good Made-in-Japan Products
- ▶ New ICT Device/App
- ▶ Japan Economy
- ▶ Nuclear Energy Issue
- ▶ Best Invention

## E107

- Self Introduction
- Favorite Japanese Snacks
- Favorite Japanese Drink



# Video Project Topics

## General Education Seminar

- Self Introduction
- Favorite Japanese Snacks
- Favorite Japanese Drink

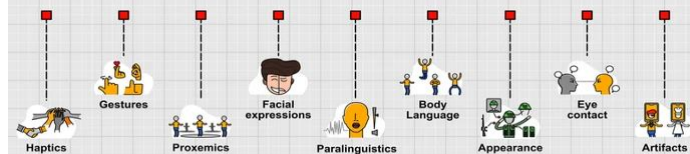
## Nonverbal Communication

- ▶ Freely group-chosen topics on NVC

### SELF INTRODUCTION

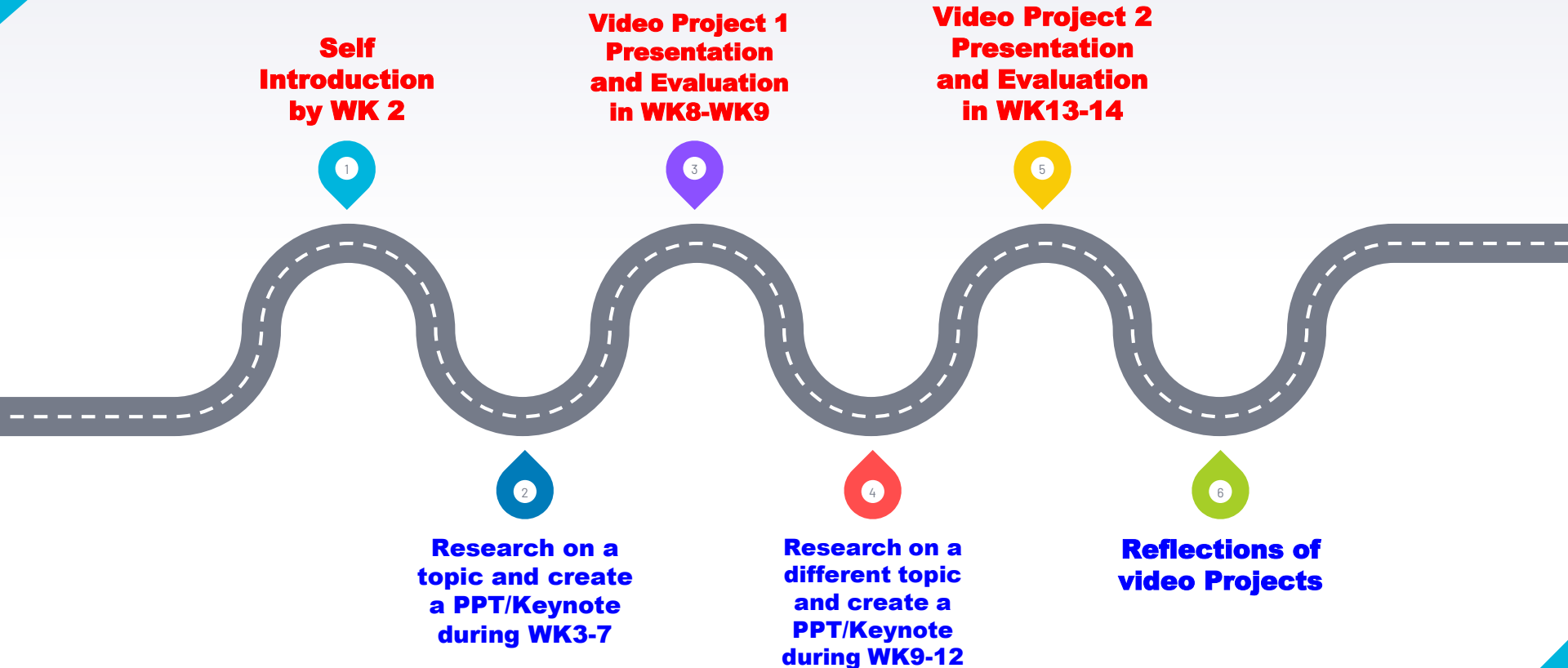


### NONVERBAL COMMUNICATION



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# Roadmap



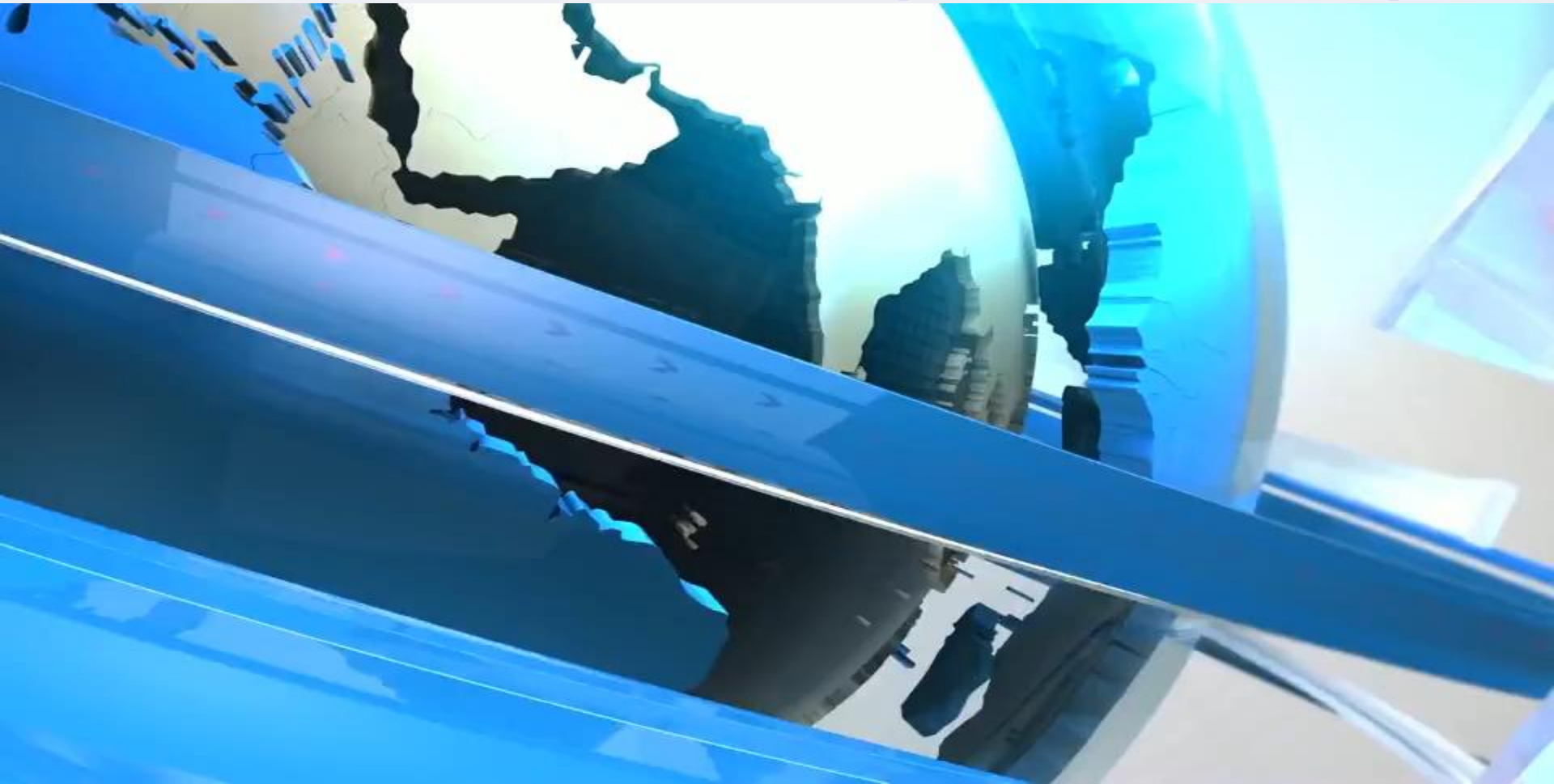


## KAPPA EBISEN

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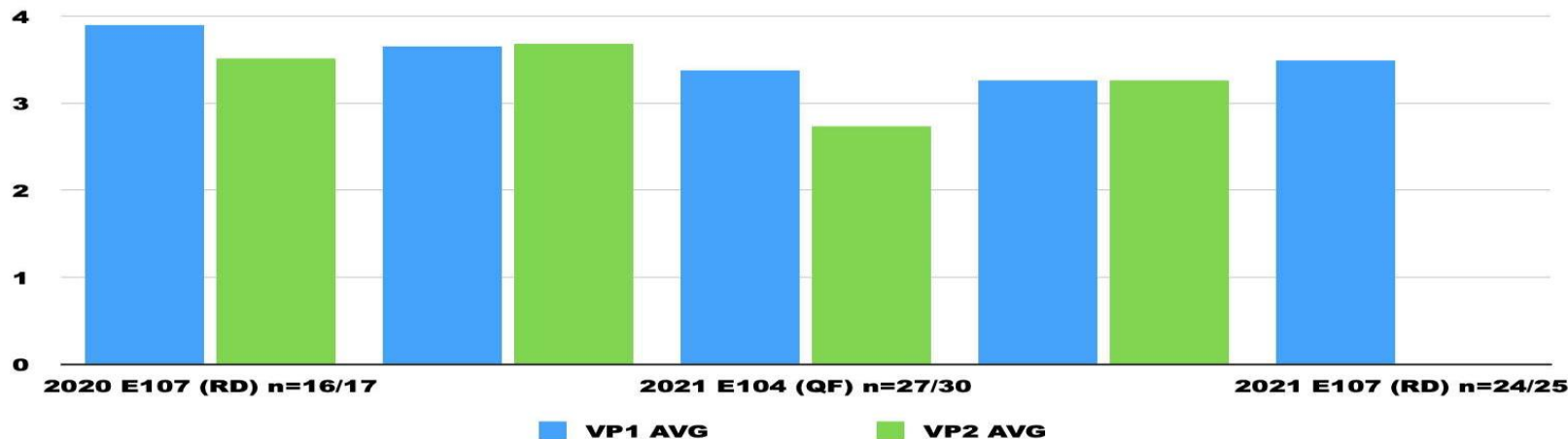
Yuka Nakagawa  
Nagisa Asahori

# GES Video Sample (2021, 5'50")



# CISE EAP VP Peer-to-Peer Evaluation AVG (2020-2021 classes)

**Figure 1 CISE EGAP VP P2P Evaluation AVG (2020-2021)**

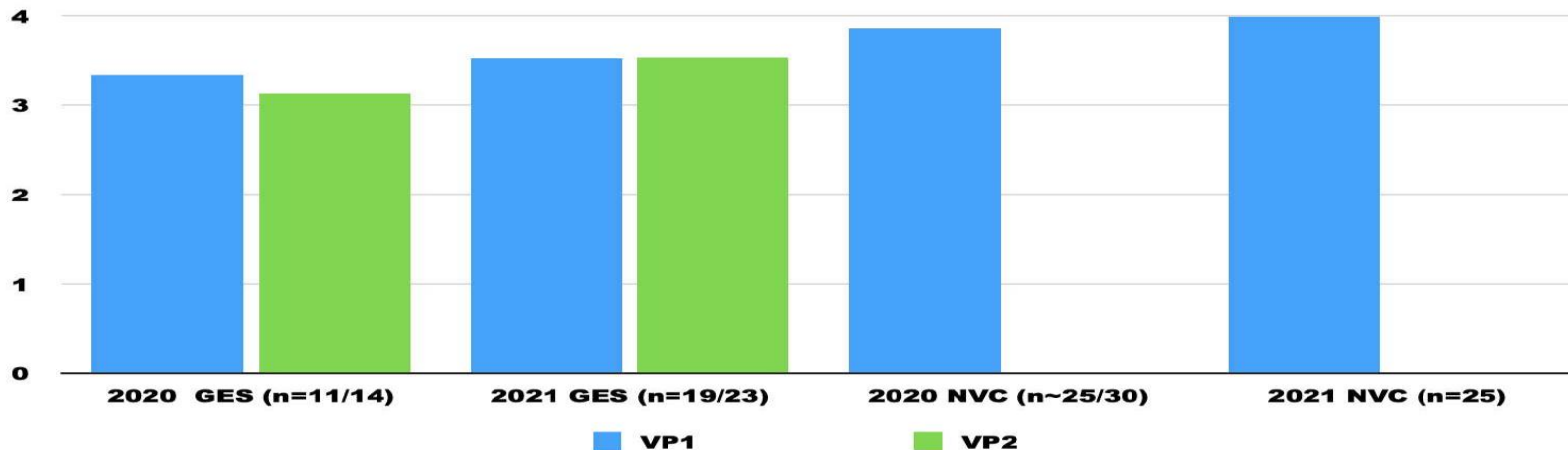


**Table 1 CISE EGAP VP P2P Evaluation AVG**

Classes	VP1 AVG	VP2 AVG
2020 E107 (RD) n=16/17	4	3
2020 E107 (QD) n=26/26	3	4
2021 E104 (QF) n=27/30	3	3
2021 E104 (RF) n=22/23	3	3
2021 E107 (RD) n=24/25	3	
2021 E107 (QE) n=19/20	4	

# GES/NVC Peer-to-Peer Evaluation AVG (2020-2021 classes)

**Figure 2 GES/NVC VP P2P Eva AVG (2020-21)**



**Table 2 GES/NVC VP P2P Eva AVG (2020-21)**

	VP1	VP2
2020 GES (n=11/14)	4	3
2021 GES (n=19/23)	4	4
2020 NVC (n~25/30)	4	
2021 NVC (n=25)	4	

# Student Reflections (Pros)

- **I am glad that I was able to do the project, watch everyone's presentations, and find my own issues. I will continue to do my best by applying what I learned this time. (E107 S1)**
- **It was easy to create PowerPoint slides because there were structure guidelines. (E104 S2)**
- **I felt it was necessary to learn more words. (E104 S3)**
- **I never used *Flipgrid* so I learned a lot by using it. (GES S2)**
- **It was a fun activity. (E107 S4)**

# ► Student Reflections (Cons)

- **Gathering information on the subject of the video project was difficult. (E107 S2)**
- **It was very difficult to use *Flipgrid*. (E107 S3)**
- **It was difficult to speak English fluently. (E104 S1)**
- **There were some difficulty to communicate with other group members. (GES S1)**

# Practitioner's Reflections (Pros)

1. Since **learner-centered** and **active learning** style helps students think, research, create, collaborate, present, and get peer-reviewed, it motivate them learn effectively.
2. Students can enhance not only English knowledge and skills, but also deepen their knowledge of self-culture.



# Practitioner's Reflections (Cons)

1. **Students, who had less confidence to follow the instructions only in English, had trouble understanding what were expected to accomplish for each project level and failed to create and present their products.**
2. **Forming groups randomly had some difficulty and sometimes reforming them had to be done.**
3. **There were individual differences regarding **computer literacy** and some failed to produce what they were expected.**

# References

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# Any questions?

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# Credits

**Special thanks to all the Ritsumeikan University students who completed these projects in my classes in 2020-2021.**

