Learning about Science through the Creation of Videos - Lessons Learned from the JuxtaLearn Project

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SUMMARY

Collaborative video creation on the part of the learners has the potential of stimulating motivation and of combining or "juxtaposing" domain understanding (e.g. in science domains) with creative-artistic expression. This resonates with pedagogical approaches such as "learning by making" or "learning by teaching". Exploring this approach has been the main inspiration underlying the recently finished European project JuxtaLearn. In this context, learning analytics techniques have been applied to video comments and action logs. Building concept networks from the comments as textual artefacts allowed for inferring models of student domain knowledge and misconceptions. This sheds light on the question if the creative-artistic part of video-making is rather a competing or a supporting factor related to improving the scientific understanding of the domain. On a methodological level, it shows the potential of including artefact analyses in our repertoire of analytic methods.

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