

Videotaping in Language Courses

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Abstract

In this paper we follow up on a previous project in which we at CVO Antwerpen-Zuid, a regional centre for adult education with 5000 students, used videotaping during courses to develop multimedia content. The ICT-teachers used that content on the learning platform of the Centre, namely Dokeos, to support their face to face training. They solved the technical aspects and bottlenecks along the way.

In this new project we make use of the good practice acquired during the previous one, but now in the context of the language courses (Dutch for immigrants as well as language courses in the context of Second Chance to Learn and Higher Professional Education).

Videotaping occurs at the request of students who want to review their own performance or at the instigation of the teachers who want to focus on specific aspects (phrasing, intonation, ...) or on language errors that must be avoided. The material includes discussions among students, role plays, instruction by the teachers,... The output, roughly edited and annotated by the teachers, is made available in the learning platform for use by the learners. In our previous project we noticed the students showed an increased sense of ownership of the learning materials. The most relevant fragments are shared with colleagues teaching parallel courses. Thus we create a database of material for the increasing share of language courses that are organised as blended learning and offered at the Centre.