Developing a Tutorial Video for ‘Language Games in the Classroom’ Course using ADDIE Model

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Abstract. Tutorial videos have been widely used for educational purpose. This research aims to develop a stand-alone tutorial video for a Language Games in the Classroom course using ADDIE model (Analyze, Design, Develop, Implement, Evaluate) which can be placed online for self-access. The objectives of this research are to identify the theme content of the tutorial video to be developed, to plan, develop and edit the teaching material in a video form, and to evaluate target audience reaction towards the developed tutorial video. The informants for the analysis stage were 3 educators with more than 15 years of experience. Meanwhile, the raters for the evaluation stage were nine educators with less than two years of teaching experience. Overall, the raters for the evaluation stage rated the video as a “Good Video” for its physical, cognitive, and affective design. The video is now available for the public viewing on Youtube. It might attract special interest of teachers who are looking for tips on how to implement language games in the classroom.

Keywords: ADDIE, Educational Video, Language Games

1 Introduction

Since 2000, under the Faculty of Education, Universiti Teknologi Malaysia (UTM) has offered ‘Language Games in the Classroom’ course for Teaching English as Second Language (TESL) students. This subject aimed to build skills for teaching English through interesting games that would encourage students to interact and communicate. One main component of teaching and learning of this subject is to use games in learning as an effective teaching method. This component has been taught to TESL students through demonstration and lecture. For the time being, this subject owns no multimedia material in the UTM depository. A tutorial video is expected to help students in visualizing the experience of teaching using games better. This tutorial video targets English language teachers as the main audience in general, especially TESL students. Therefore, the researcher proposed to create a stand-alone teaching video using ADDIE model.

ADDIE is an instructional systems design framework that many instructional designers and training developers use to develop courses. The name is an acronym for the five phases for building training support tools - Analysis, Design, Development, Implementation, and Evaluation (ADDIE). In mid 1970s, Florida State University initially developed the ADDIE framework for military training proposes. Subsequent educators revised the steps, and eventually the Instructional Design Model version familiar today appeared.

2 Justification for the Video Production

For Generation Y teachers, Youtube videos facilitate thinking, solve problem, assist mastery learning and engage viewers. A tutorial video parked on Youtube would benefit many teachers.

These two research questions guided the direction of the research:

Research Question 1: What are the focused contents of a tutorial video that aims to teach the audience on teaching using games?

Research Question 2: What is the target audience’s reaction towards the video of teaching using games?

3 Methodology

In developing a teaching video, this research combines the techniques of multimedia development model which is ADDIE model (Branson et al, 1975) and video production. ADDIE stands for analysis, design, development, implementation and evaluation. Meanwhile, the common stages of video production industry include pre-production, production and post-production. The analysis and design stage are in the pre-production stage, while development is in the principal production stage and finally, implementation and evaluation is done during post-production stage. To ensure the tutorial video would serves educational function, ADDIE model is used as the main framework in developing the video. Each stage in ADDIE model has been broken down and planned in detail.
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For analysis, the objective is to analyze the theme focus for the content of the video. The informants were educators with more than five years of experience. In a semi-structured interview session, they gave insights on the best practice in teaching using games. For design and development stages, the content maker acted as the director discussed with the crews and casts in making the video. The video was designed and produced based on theme gained from the previous stage, which is the analysis. For implementation, the video was uploaded on YouTube and shared publicly. In evaluating the video, an evaluation questionnaire was first given to internal evaluators (production team). From the results of the evaluation, the video undergoes the stages of ADDIE again for improvement. Then, during the final evaluation stage, the evaluation questionnaire was given to educators with less than two years of experience. They watched the video and filled up an evaluation form adapted from Morain and Swarts (2012).

The table below shows the phases of the research:

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### 4 Findings and Discussion

Three Educators with more than 15 years of Teaching Experience shared steps in using language games in the classroom. Here are the steps:

1. **Planning:**
   a. Identify the game that suit the learners and learning objectives.
   b. Prepare the materials needed to play the game.

2. **Briefing:**
   a. Explain the rules of the game.
   b. Demonstrate how the game is played.

3. **Playing:**
   a. Facilitate the running of the game.
   b. Motivate everybody to participate.
   c. Act as a referee.

4. **Debriefing:**
   a. Encourage the students to voice out what they have learnt from the game.
   b. Conclude the lesson.
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The data from above analysis is being used as the main content of the video. Once the video completed, it screen to a 9 young educators with less than 3 years teaching experience to be evaluated.

The data for results and findings is gathered from the evaluation process. Evaluation was done based on Instructional Online Video Rubric (Morain & Swarts, 2012). The evaluation was divided into three different aspects which are physical design, cognitive design and affective design. Physical design includes the video’s accessibility, viewability and timing; cognitive design covers the video’s accuracy of content, completeness and pertinence; affective design deals with confidence, self-efficacy and engagement of users. The overall findings of each aspect are as follows:

4.1 Physical Design

All respondents understand the focus of the video on the tutorial of playing games in classroom, which is explained by the narrator accompanied by the video clips of a real class situation. It focuses on the whole process of the educational game playing. The textual highlight on the four major points of how to conduct a game assists the understanding. The English subtitles further help the understanding. Besides, the quality of the production is also rated as good video, as the video shows a very fresh style and good voice quality. All the voices presented are in the same clear volume and pitch. As the video does not only presented the narrator only, the video also shows the real environment in the classroom where students give feedback to the instructor and actively trying to figure out the game with the help of the instructor. However, two of the respondents rated the video as average on the video pace part. The respondents suggested that the 6-minute video is quite long.

4.2 Cognitive Design

For the cognitive design of the video, the video garnered a near perfect score from the respondents, in which they mostly agreed that the content and the quality of the video are excellent. In terms of accuracy, all respondents agreed that the execution of content is accurate and factual. For completeness, most of the respondents found that the structure of the video allows them to understand the content in a organized manner. Texts used in the video helps guide the viewers on the topic. It clear indication of what steps to follow, and smooth transitions for the elaboration and the demonstration in the classroom. The application of the steps in the classroom lets the viewers know how to apply the concept in real life scenarios. Pertinence-wise, all of the respondents thought that the details in the video do not stray from the core objectives of the video, and only relevant information is used to convey the messages. One respondent, who was a secondary school teacher, thought that the choice of using Charades on a tablet as an example is not suitable for low-achieving students and large classrooms, but the content and steps are enough for viewers to grasp the gist of the video objectives and are applicable in the classroom nonetheless.

4.3 Affective Design

All respondents agreed that the confidence shown by the narrator by presenting herself as knowledgeable and skilled has made the message clearly delivered to the viewers. By playing with various tones pre, while and post instruction has helped facilitate the viewer to maintain their focus and interest throughout the video. Additionally, majority of the viewers also agreed that the video managed to persuade them that they can replicate a similar conduct in the classroom with their students due to the clear instruction and footages of a real simulation of how it should be done. It should also be noted that not all language instructors have the capacity to conduct a similar game due to various limitations like time, space, and technological facilities. Finally, in terms of engagement, majority of the respondents were interested and felt a sense of mutual.

5 Conclusions and Recommendations

To conclude, a tutorial video on playing educational game has been developed carefully using ADDIE model as the main framework. The main take away of this project is that the success factor lies in the collaboration of the production team members that include people who are capable in addressing the Cognitive, Affective and Visual parts of the production. The video is now available for viewing on Youtube. It is recommended that for further development of the video, it should
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adhere the format of open online courses such as MOOCs and BLOSSOM. Hence, the video can be used as the material in the existing web-based video libraries.

Acknowledgements

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References


THE VIDEO CAN BE VIEWED HERE:

https://www.youtube.com/watch?v=hWElklUvlzIU&t=290s
Just scan the QR Code
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