VIDEOS, BLOGS AND PODCASTS:
Leverage Instruments of Teaching and Learning Assets

Ma. Victoria G. Pineda

Information Technology Department
De La Salle University, Manila, Philippines
pinedam@dlsu.edu.ph ; mavicpineda@yahoo.com

Abstract

In the past, most of the means used to preserve good works or projects of students were through pictures, an article perhaps in a newsletter or producing a hardbound copy of a student document. There are no easy, conventional and lasting means of capturing tacit knowledge of students in the process of doing a project or the expression of their ideas and insights. The old methods likewise do not allow the making of a reliable and accessible preservation of the projects.

According to Tony Brewer, a Knowledge Management guru, “Tacit knowledge exists within a person’s mind and is private and unique to each person. Explicit knowledge has been articulated, codified, and made public. Western management practices have concentrated on managing explicit knowledge, but cultivating and leveraging tacit knowledge is just as important.”[1] The present trend moves to the direction of preserving knowledge or intellectual capital in most industries nowadays. But the fact of the matter also tells us that there is so much intellectual capital that can be harnessed from the student classes, be it a project, a case study, an experiment or even just a simple assignment.

Giga Information Group made a KM (knowledge management) framework that this paper aims to partly use. The KM framework has four stages and generates human capital, structural capital and customer capital as sources of the knowledge. [2] This paper adopts a modified version of the four stages to spawn the teaching and learning assets.

As this paper applies the concepts of “create and capture it, absorb it, and reuse it” (following the Giga Information Group KM framework) [3] in leveraging teaching and learning assets, this paper will also exhibit and share creative techniques to apply the concepts through videos, podcasts and blogs.

Teaching and learning assets are terminologies that will be used in this paper to refer to the intellectual capital extracted from student expressions, works and/or other insights. These teaching/learning assets are considered tacit knowledge. And these tacit knowledge are encapsulated in videos, podcasts and blogs that transform them to a useful leverage instruments. This paper also hopes to share the benefits of capitalizing on the creation, capture, and reuse of these teaching/learning assets.

Introduction

According to Edward de Bono, “Thinking is the most fundamental and most important human skill. Our future depends upon our thinking both in terms of solving problems and in terms of making the best use of available knowledge and assets.” [4] This is why in this period of knowledge economy, it is important to have ways of capturing the...
knowledge and assets of the students. This will enhance teaching methods, preserve student ideas, and create more interests among students and teachers to aspire on creating better knowledge.

As companies and industries desire to manage knowledge, the Giga Information Group, a research firm, made a Knowledge Management framework to help various companies manage intellectual capital. The framework is circular and has four stages. "First they create it or capture it from a source. Next, they organize it and put it into categories for easy retrieval. Then they distribute it (push) or access it (pull). Finally, they absorb another’s knowledge for their own use or to create more new knowledge.” The four stages create three types of capital, namely, human, structural and customer. [4]

The modified stages are as follows:

CREATE IT/CAPTURE IT.

In prescribing class outputs such as experiments, case studies and other related projects, the outputs should come in a form of video, podcasts or blogs. These form of outputs are cost-effective.

The podcast for instance may be produced using a simple digital music/audio recorder/player. The resulting podcast comes as an MP3 file. The other way to create the podcast is through the use of an opensource software like Audacity which can be downloaded from the internet. Audio software like Audacity allows easy recording and editing of the podcast.

The video on the other hand may be done using a digital video camera, a digital camera with video recording capability or even a mobile phone with video recording feature. In case the students do not have the said equipment, they can use a webcam attached to a PC in their school or in an internet café.

Below are examples of the student works.

1. A Video to Present a Lesson on Ethics – Louie Sioco et.al. project

2. A Videos that Captures an Experiment—Comparison of various music players
   Wilex Go et.al. project

3. Podcasts that present Case Studies
   Ryan Yam et.al. project
   Karen Garcia et.al. project
   Malvin Go et.al. project

4. Podcasts that present Experiment Results
   Solomon Lim et.al. project
   Christopher Tan et.al. project

5. Blogs to Tap Student Opinion and Insights
DEPLOY IT IN THE WEB. Deploying the teaching/learning assets in the web is going to be practical, accessible and always ready for reuse in any class.

ABSORB IT/REUSE IT. Once deployed in the web, the materials can serve as good reference of past works or ideas. They are also ready for new consumption.

Benefits from these Instruments

a. They are easy to create;
b. The equipment are accessible;
c. There is clear authorship and ownership of ideas;
d. Overall outputs are cost effective;
e. There is high level of participation among students.

6. Blogs as an Extension of Class Recitation
7. Blogs as Teaching/Reference Material
Issues at Hand

1. The culture of sharing is not widely accepted.

The means to tap tacit knowledge is to foster sharing and support the sharing with technology. [5] This means two things. First, a culture of sharing will have to be promoted in teaching and learning. Second, technology as a cultural enabler should be accessible and available to all concerned. While the latter i.e. technology, is made available in most higher education institutions (HEIs) in the Philippines, the culture may not be as encouraging. The general practice, unfortunately, in the case of De La Salle University, is different.

People do not easily share information, even though its value grows as it is shared. Culture, often block sharing, especially in highly competitive organizational cultures. [6]

While the idea of knowledge sharing is noble, most teachers will not share their work in the fear that their works or ideas may be plagiarized. The current infrastructure in the university prevents convenient sharing of teaching resource materials or learning assets.

2. There is still limited collaboration among teachers and students.

While videos and podcasts are outputs of collaborative efforts among students, there is still not much collaboration among teachers and students. The students are doing the projects as prescribed by the curriculum or class structure. The idea of inherent collaboration to do a certain effort, particularly harvesting the best practices in teaching and learning has not taken place.

A top-down approach from the school administration could make this possible. The school administration should initiate the preservation of intellectual capital. Identifying knowledge brokers and willingness of these knowledge brokers to share their ideas are the second set of issues and concern.

3. No standards to follow to determine the best practices in the use of the instruments.

Since the efforts to use videos, podcasts and blogs are limited to few teachers that find it convenient, the current practice of selecting the best works would rely on the judgment of the teachers using these instruments. Further encouragement among the faculty members and push from school administration will have to be done.

4. The push and pull stage in the KM framework is not performed at this time.

The push and pull stage entails having a secure, centralized repository of all teaching/learning assets. This way students and teachers will have a convenient way of retrieval and viewing or listening. This is also true for the blogs. The students are limited for now in going to the teacher’s blogsite to read all the lessons and the insights of the participants. For now, the web
VIDEOS, BLOGS AND PODCASTS: Leverage Instruments of Teaching and Learning Assets

serves as the most practical, accessible and cost-effective platform to keep these assets.

Conclusion

The attempt to have leverage on teaching/learning assets and have them stored and be ready for reuse and retrieval is not farfetched even with a teacher’s limited capacity. The new technologies such as the web, the videos, the podcasts, and the blogs make these things happen.

At present, it may not be as comparable to the huge KM systems created and used in the industries or such in the case of Giga group. But, this is already a good start.

If the web will be the most suitable storage of the teaching/learning assets, a program or a website that will enlist, classify or categorize the assets will be necessary. Such undertaking will further allow other students and other mentors to see, to use, and to learn to these teaching/learning assets.

References


Glossary of Terms

Blog. Short for weblog, a blog is an online journal, frequently updated and can be read anytime, anywhere. The blog in this paper enhances the definition to become a regular teaching tool and a venue for student opinions.

Explicit knowledge. Explicit knowledge is knowledge that has been articulated, codified, and made public (as defined by T. Brewer).

Podcast. A podcast is a digital media or audio distributed through an internet radio. The media or audio file, typically with an MP3 format can be downloaded to music players for easy playback. In this paper, the podcast becomes a tool to capture student works.

Tacit knowledge. Tacit knowledge is knowledge that exists within a person’s mind and is private and unique to each person (as defined by T. Brewer).

Teaching/Learning Assets. Teaching/learning assets refer to the intellectual capital extracted from student expressions, works and/or other insights. These teaching/learning assets are considered tacit knowledge.

Video. A video is a storage format for moving pictures such as MPEG or AVI formats. As a teaching tool, it can capture or document student projects such as experiments or can be tool to preserve student expression.