

Age Influences the Awareness of Ph.D Students Benefits for using Video Usage

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ABSTRACT

Videos in the classroom is a very good idea. Not only does this provide a teacher with a wide range of extraordinary benefits but it's a fun experiment for kids as well and they will certainly appreciate the entire experience to begin with. It's all about having the right approach and attention to detail here something that every teacher should focus on if he/she wants to deliver the best results.

Wonder share Filmora is the best video editing tool for teachers. It is easy to use and also support multiple formats including MP4, AVI, AVCHD and many more. It also allows you to trim, cut, split, combine and crop in just a few clicks. With Various fashion filters and visual effects, you can also add Mosaic, tilt shift and effects like face off to your video.

Moreover, videos can easily showcase 3D images, animations, unique concepts and so on. They will also integrate experiments that are hard to perform in class or which can pose quite a lot of danger. On top of that, videos have the ability to bring literature, music, history and many other interesting things directly in front of the users. It's fun, easy to do, refined and it does provide you with a very good value. You should totally consider it just because it helps quite a bit!

KEYWORD: Benefits for Using Videos, Videos Effective

INTRODUCTION:

Social media has allowed anyone to become a video producer. An explosion of high-quality teaching videos. Thirty years ago a teacher might show a PBS video in class every once in a while, mostly just as a break from the usual routine. But today there are thousands of videos from which to choose.

Some teachers are resistant to showing videos in their classrooms because they think of them as cheating. Teachers get paid to use up class time, and filling it with something made by someone else seems like shirking their duties.

A teacher's value is not in the information stored in their head, but rather their ability to pull together the best learning resources to produce a desired outcome. The modern teacher is (or should be) more an aggregator than a producer. Why are thousands of teachers all reinventing the wheel by creating individual lectures on the exact same topic when someone else has already produced an excellent video on it?

Think of videos as a way to bring the best learning resources to your students. One of my favorite resources is TED talks, which are wonderful 20 minute segments by famous thinkers on a variety of topics. My motto now is "If someone can say it better than you—let them."

Below are some excellent videos on learning itself which are well worth a view. They opened my mind on what teaching really is, and what is possible.

How to cite this paper: C. Usharani | Dr. K. Nachimuthu "Age Influences the Awareness of Ph.D Students Benefits for using Video Usage" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-1, December 2020, pp.1063-1067, URL: www.ijtsrd.com/papers/ijtsrd38155.pdf



IJTSRD38155

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I have also included some repositories of free lesson and video material. I hope that these will provide you with some good material and ideas for use in your classes.

But first, for your holiday enjoyment, another example of the power of social media.

THE BENEFITS FOR STUDENTS USING VIDEOS

There are quite a lot of benefits that come from using videos during any classroom and learning session. But is it a good idea to do this, what benefits can you obtain here? With that in mind, here you can find the benefits that you can acquire via using videos in the classroom.

1. Videos are easier to be accepted by students

Videos are maybe the best medium that you can use in order to speak with the new generation. Kids do have a very good time watching videos online and videos are maybe the perfect medium that you can use for showcasing new knowledge. They also boost communication and entice you to learn new stuff.

2. Immerse students in the production

Videos offer a stellar model for learner output which means that learners can create their own version of the original. The immersion factor is great plus students have the ability to create their own version in the classroom.

3. Stimulate activities

Thanks to videos you can deliver stimulus for the classroom activities. This will help you manipulate the need that students have for learning new stuff and it will indeed provide you with an extraordinary value for the entire learning experience.

4. Video brings more information

There's no denying that videos are always filled with information. Not only that, but they do provide the information in an easy to consume, fun manner that you will appreciate and enjoy. That alone helps the learning experience quite a bit.

5. Engage learners

Videos are known to engage and immerse learners. If you do want to have an immersive and engaging learning experience you do need video and you should consider using it in the classroom as fast as possible.

6. Integrate the outside world into classroom

With help from videos you can integrate the outside world into the classroom. That alone makes it very easy for you to create authentic, unique and fun lessons that will immerse your students even more than you would expect.

7. More than words can tell

Videos help create an experience and while words can help with that as well, videos don't have to rely on imagination. They are a lot more immersive and fun, not to mention the end result is a lot more appealing. In the end, that's what makes everything more worth it and you should consider giving it a shot!

8. Videos are more flexible

Videos are flexible and they do offer a very flexible medium. It really is a great place to work within and it will provide you with an immense value in the long run if you choose to use them as a learning tool.

9. Easier to understand

Research has shown that using videos for learning makes it a lot easier for students to understand various topics and ideas. It's one of the best learning tools that you can use for sure.

10. Video creates an experience

Static information is great but the reality is that with help from video support tools you are free to bring that information to life. It's fun, easy and your students will definitely appreciate the great experience and value they can acquire from this!

If you truly want to obtain a better, more immersive and meaningful learning experience for your students, then you should definitely consider using videos in the classroom. It's very easy to do that and you can rest assured that results will pay off immensely in the long run!

DIFFERENT WAYS STUDENTS LEARN WITH VIDEOS EFFECTIVELY AND QUICK:

1. Visual Processing

Majority of part of the human brain is devoted towards processing the visual information. Brain responds to visuals fast, better than text or any other kind of learning material.

Remembering stuff from the picture is retained in the mind for a longer time. Through videos, students get to process information fast.

2. Learning Through Demonstrations

Videos just like animation tell story about how a particular process occurs. There is no reading, it is all watching. Abstract concepts that are difficult to understand in any other way are learned by watching people perform or demonstrate the process. This demonstration makes learning fast.

3. Self-Study

Through videos, anybody can do self-study. The videos, audios and webinars help students to learn something for which a teacher would be required otherwise. The best part is, this self-study technique leaves a powerful impact on the brain, which might even be better than reading the same lesson from a book.

4. Classroom Learning

Videos have now become a dominant part of classroom learning. They are widely used in both physical and online classrooms. This type of classroom learning is also called distant learning where students throughout the country interact with each other and collaborate with each other while learning.

5. On the Job Training

Instead of telling how a particular task is to be performed, students are instructed through videos about how they are required to perform a particular task, just to make sure he is doing it correctly. Students are learning through videos to perform the tasks intended for them.

6. Contextualization

As videos give power to make a visual representation of the real world, this form of contextualization is incredibly useful in converting the abstract theories into visuals. The students get to develop a connection between the knowledge that is being transferred and its practical implementation.

7. Illustration

There can be no better way of illustration than using videos to define what you wish to define. Students get to learn through illustration. The visual analogy clarifies the concept better than any other thing.

Video learning is better than book learning. Video learning creates a sense of presence which supports the cognitive as well a social presence. All these components are critical for successful learning. This type of learning is not possible from merely reading or learning through books.

Now videos have been recognized as a powerful tool for learning in classrooms. Lectures are conducted using video tutorials to make the learning process fun, effective, responsive and fruitful. That's why even students look for videos to do self-study without asking for anyone's help.

OBJECTIVES OF THE STUDY

- To find out the level of Ph.D., students in web-technology for the Sub-Sample age
- To find out the level of Ph.D., students in Video usage for the Sub-Sample age

- To find out whether there is any significant difference in the mean scores of Ph.D., students in age with respect of web-technology
- To find out whether there is any significant difference in the mean scores of Ph.D., students in age with respect of Video usage
- To find out the relationship between computer knowledge and Video usage if any in age among the Ph.D., students

NULL HYPOTHESES

- The level of Ph.D., students in web-technology for the Sub-Sample age is average
- The level of Ph.D., students in Video usage for the Sub-Sample is average
- There is no significant difference in the mean scores of Ph.D., students in age with respect of web-technology
- There is no significant difference in the mean scores of Ph.D., students in age with respect of Video usage
- There is no significant relationship between computer knowledge and Video usage in age among the Ph.D., students

TOOLS USED

The investigator has used the following tools

- Awareness of Ph.D., students in web-technology constructed and standardized by the investigator (2020)
- Video Usage by Shalini and Prabawathi (2020)

METHOD

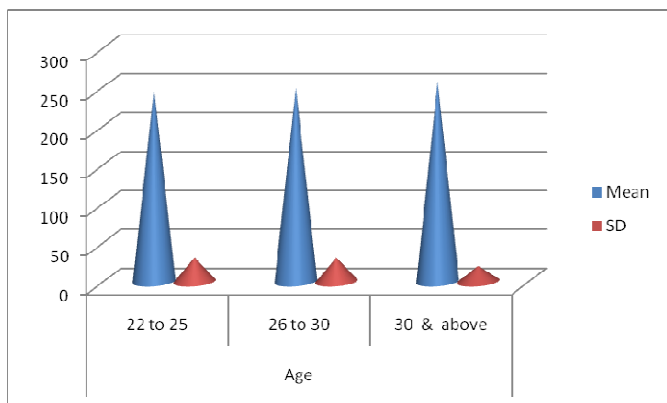
Simple random sampling technique were used to collect data from Ph.D., students of various government colleges, aided colleges and affiliated colleges of Tamil Nadu Teacher Education University (TNTEU). The sample consists of 750 Ph.D., students.

HYPOTHESIS: 1

- The level of Ph.D., students in web-technology for the Sub-Sample age is average

Table: 1 MEAN AND STANDARD DEVIATION OF AWARENESS OF Ph.D., STUDENTS IN WEB-TECHNOLOGY WITH RESPECT TO THE SUB-SAMPLE AGE

Sub-samples	Category	No. of students	Mean	SD
Age	22 to 25	347	248.4	30.8
	26 to 30	662	248.6	30.8
	31 & above	3	256.7	20.2



The mean value lies between 257 and 240. So it can be concluded that all age groups students of Ph.D., have average level in Awareness of Ph.D., students on web-technology.

HYPOTHESIS:2

- The level of Ph.D., students in Video usage for the Sub-Sample is average.

Table: 2 MEAN AND STANDARD DEVIATION OF THE MEAN SCORES OF INTERNET USAGE WITH RESPECT TO THE SUB-SAMPLEAGE

Sub-samples	Category	No. of students	Mean	SD
Age	22 to 25	347	41.2	14.4
	26 to 30	662	37.9	15.9
	31 & above	3	38.2	12.3

The mean value lies between 48 and 32, so it can be concluded that all the age group of Ph.D., students have average level in Internet usage.

NULL HYPOTHESIS: 3(IE)

There is no significant difference in the mean scores of age with respect of awareness of Ph.D., students on web-technology.

Table: 3 MEAN DIFFERENCE IN THE MEAN SCORES OF AGE WITH RESPECT OF AWARENESS OF B.Ed., STUDENTS ON WEB-TECHNOLOGY

ANOVA					
AGE					
	Sum of Squares	Df	Mean Square	F	Sig. at 0.05/0.01 level
Between Groups	27.537	134	0.206	0.893	0.793
Within Groups	201.818	877	0.230		Not significant
Total	229.355	1011			

In order to find out the significant difference in the mean scores of age with respect of awareness of Ph.D.,

The obtained „t“ value is 0.893. It is not significant at both 0.05 and 0.01 level.

From the table 3, it can be concluded that there is no significant difference in the mean scores of all age groups 22 –25, 26 –30, 31 and above in respect of awareness of Ph.D., students on web-technology. Hence null hypothesis No. 3 is retained students on web-technology; mean, standard deviation and „t“ scores were computed.

NULL HYPOTHESIS: 4

Table 4 MEAN DIFFERENCE IN THE MEAN SCORES OF AGE WITH RESPECT OF INTERNET USAGE ANOVA

AGE	Sum of Squares	Df	Mean Square	F	Sig. at 0.05/0.01 level
Between Groups	1791.007	2	895.503	4.236	.015
Within Groups	213296.981	1009	211.394	Significant	
Total	215087.988	1011			

In order to find out the significant difference in the mean scores of age with respect of Internet usage; mean, standard deviation and „t“ scores were computed.

The obtained „t“ value is 4.236. It is not significant at 0.05 (table value 3.00) and significant at 0.01 (table value 4.63) level. So, null hypothesis No. 4 is rejected. Hence we can calculate independent t-test where the exact significance falls.

Table: 5 MEAN DIFFERENCE IN AGE WITH RESPECT OF VIDEO USAGE

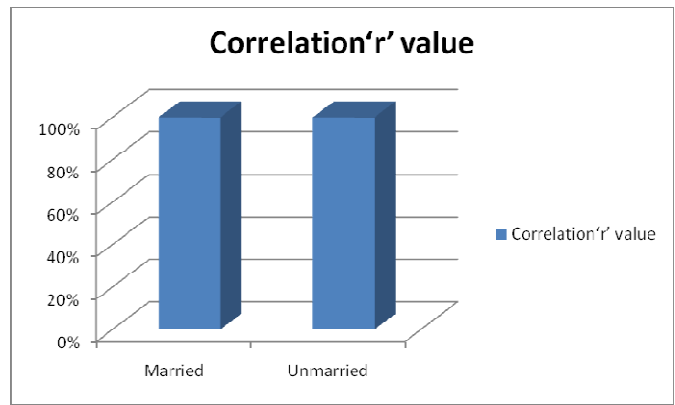
	Sub-Sample	N	Mean	SD	t-value	Level of sig. at 0.05/0.01 level
Age	22 -25	347	14.4		2.65	S
	26 -30	662	37.9	15.6		
	22 -25	347	4.21		1.18	NS
	31 & above	3	38.2	12.3		
	26 -30	662	37.9	15.6	0.14	NS
	31 & above	33	38.2	12.3		

From the table 5., it can be concluded that there is no significant difference at the level of 0.05 and 0.01 among the age group 22 -25 and 31 & above, 26 -30 and 31 & above. Also it is concluded that there is significant difference at the level of 0.05 but not in 0.01 among the age group 22 -25 and 26 -30 in respect of Internet usage. Hence null hypothesis No.4 is rejected.

NULL HYPOTHESIS: 5

RELATIONSHIP BETWEEN AWARENESS OF Ph.D., STUDENTS ON WEB-TECHNOLOGY AND VIDEO USAGE WITH RESPECT WITH SELECTED SUB-SAMPLES
Size of sample N = 750

Sub-samples		No. of students	Correlation 'r' value	Level of sig. at 0.05/0.01
Age	22-25	347	0.163	Significant Positive correlation
	26 -30	662	0.148	Significant Positive correlation
	31 & above	3	0.246	Significant Positive correlation
Marital status	Married	121	Married 1210.355	Significant Positive correlation
	Unmarried	891	0.742	Significant Positive correlation



The Pearson"s product-moment correlation was computed to find the relation between the awareness of Ph.D., students on Web-technology and video usage with respect to the Sub-samples. It is found that the obtained correlation values of the all the Sub-samples are positive significant at 0.05 (table value 0.062) and 0.01 (table value 0.081)

FINDINGS

- All age groups students of Ph.D., have average level in Awareness of Ph.D., students on web-technology.
- All the age group of Ph.D., students have average level in video usage.
- There is no significant difference in the mean scores of all age groups 22 -25, 26 -30, 31 and above in respect of awareness of Ph.D., students on web-technology.
- There is no significant difference at the level of 0.05 and 0.01 among the age group 22 -25 and 31 & above, 26 -30 and 31 & above. Also it is concluded that there is significant difference at the level of 0.05 but not in 0.01 among the age group 22 -25 and 26 -30 in respect of video usage
- The obtained correlation values of the all the Sub-samples are positive significant at 0.05 (table value 0.062) and 0.01

CONCLUSION

College students find the video a uniformly important part of their lives. Many rely on email to communicate with their professors and classmates as part of their educational work; around two-thirds subscribe to email discussion lists directly related to their course of study. Both students and teachers tend to look upon the video as a new turn on some age-old ways of learning. Much like a reliable teacher, the Internet can also serve as a basis of confidential advice on taboo subjects such as sex and relationships that young people find hard to discuss. Email, IM, and chat offer ways to collaborate or communicate with other pupils and teachers –a bit like a virtual seminar or study group.

Videos let you establish authority and a more personal feel to your message. You will be far more likely to connect on an emotional level with your audience if you use video versus another content type.

The primary reason people learn well via video is because the human brain processes videos 60,000 times faster than it does text, according to a Psychology Today article "Video vs. ... Hence, this mode of learning effectively enhances self-learning and engages learners' attention throughout courses.

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