Digital mediated pedagogical innovation in the teaching and learning of French at the Moroccan university: The case of online pedagogical videos

Nadia El Ouesdadi [a], and Sara Rochdi [b]

[a] *University Mohammed First, FLSH, Oujda Morocco, Laboratory: CLHEN, Linguistics, Didactics and Communication*
[b] *University Mohammed First, FLSH, Oujda Morocco, Laboratory: CLHEN, Linguistics, Didactics and Communication*

Abstract

In recent years, the development of digital technology has transformed our way of life and our habits in all areas. The speed of its evolution is disrupting some of our practices. Higher education is a field where digital pedagogy has transformed the daily life of teachers and students, especially in the teaching of French. The use of digital pedagogy is a pillar in the transmission of knowledge and in particular in the design of learning devices.

To face the linguistic difficulties of the students, the Moroccan university called upon the digital pedagogical innovation which plays a capital role in the implication of the student by putting a whole of devices on line such as the MOOCs of the platform Maroc Université Numérique, the Environnement Numérique du Travail, Moodle etc. These devices contain different learning contents such as documents, podcasts and including educational videos. The latter are perceived as a learning and communication medium to transfer knowledge. Our contribution aims to answer our research question: what are the effects of the use of online pedagogical video on the teaching-learning of the French language at the Moroccan university?

To highlight the merits of this paper, we will first present a theoretical anchor, namely the pedagogical innovation, the pedagogical video with its characteristics. Secondly, we will try to study the use of a set of pedagogical videos put online in the teaching-learning of the French language at the Moroccan university. Then we will present the results of an interview with students in order to draw the effects of the use of pedagogical videos. The results of our research show that instructional video has an effect on the motivation of learners as well as on the improvement of their language performance. Nevertheless, its use is generally restricted to the presentation of lectures.

Keywords 1
Digital Pedagogy, Innovation, French, Educational video, teaching learning.

1. Introduction

In recent years, the development of digital technology has transformed our way of life and our habits in all areas. The speed of its evolution is disrupting some of our practices. Higher education is a field where digital pedagogy has transformed the daily life of teachers and students, especially in the teaching of French.

The use of digital pedagogy is a pillar in the transmission of knowledge and in particular in the design of learning devices.

To cope with the language difficulties of students, the Moroccan university has called on digital pedagogical innovation cited in the book of the strategic vision 2015-2030: "Strengthen the integration of educational technologies to improve the quality of learning, through the establishment of a new national strategy, able to accompany and support innovations that promote the development of institutions. "1] strengthen in the same sense by "the integration of digital media and interactive tools in teaching acts and learning activities, research and innovation. ".

Pedagogical innovation plays a key role in the involvement of the student by putting a set of online devices such as MOOCs of the Digital University Morocco platform, the Digital Work Environment, Moodle etc. These devices contain different learning contents such as documents, podcasts and including educational videos.

The latter are perceived as a learning and communication medium to transfer knowledge.

Our contribution aims to answer our research question:
    - What are the effects of the use of online pedagogical video on the teaching-learning of the French language at the Moroccan university?

To answer our research question, we have put forward two hypotheses, which we will confirm or deny at the end of our research:
    - Learning through online video makes learners active.
    - Learners can improve their skills.

To highlight the validity of this paper, we will first present a theoretical background on pedagogical innovation, the pedagogical video with its characteristics. Secondly, we will try to study the use of a set of pedagogical videos put online in the teaching and learning of the French language at the Moroccan university. Then we will present the results of an interview with students in order to draw the effects of the use of the pedagogical video.

2. Theoretical anchoring

For a few years, Moroccan universities have been using more and more the video pedagogical support to ensure and innovate the teaching-learning practices of various disciplines whether it is in face-to-face training, in hybrid or online.
    In this part of the state of the art we will first see the meanings of the key concepts of our contribution namely pedagogical innovation, pedagogical video and secondly, we will see the characteristics of the pedagogical video.

2.1. What is innovation?

The word "innovation" appeared in France in the 13th century, and comes from the Latin innovatio, from novus, new or novel (Cros, 1993) [2].

According to Cros, (1999) [3]. According to Cros, (1999) [3], "it is necessary to innovate, to show initiative and creativity in a continuously changing environment. "The same author suggests that "to innovate would be to do better, always better, in a different way, to offer something new, something never seen before, something that would however be within our reach, that would calm our deepest desires, and of which we would not dare to dream (or perhaps too much). "(Cros, 1993, p. 17).

The educational video
The video with its iconic and audiovisual content, has been introduced in higher education as a learning and communication support, with the aim of transmitting knowledge, analyzing cases or understanding a fact or a demonstration to get closer to the reality of a taught content.

2.2.　　What is educational video?

The word video comes from the Latin word video which means "I see". It is a term that groups together all the techniques that allow the visualization or recording of animated images accompanied by sound, on an electronic medium.

In view of the definition, we conducted an online search for previous research on video-based learning and found the work of Anderson et al. (Anderson, Reder, & Simon, 1996) [4] conducted in elementary school classrooms following a television-based program showed that the use of video as a complementary tool improved academic performance in reading, language arts, and math.

Another work by Karsenti et al (Attenoukon, Karsenti, & Gervais, 2013) [5], with 2712 students aged 10 to 17, presents the benefits of ICT and video. Their study showed that the use of video in a school situation improves students' ability to visualize complex phenomena and to memorize the different phases of learning situations (Desparois & Lambert, 2014)[6].

In this sense the work of Wiman and Meierhenry[7] who, from studies in cognitive psychology conducted in experimental situations of reception and memorization of information, found that learners generally memorize:
- 10% of what they read
- 20 % of what they hear
- 30% of what they see
- 50% of what they see and hear.

Willmot of Loughborough University, et al[8] show that there is a measurable effect (correlation) between the use in training of digital video and increased student motivation, improved learning experience,

Several studies have also shown that video, in particular, can be a highly effective pedagogical tool [9].

We will move on to the characteristics of educational video

2.3.　　Characteristics of Instructional Video

In her article entitled Sylvia Johnson [11] cited many characteristics of video-based learning. The latter:
- It makes learning more accessible
- It promotes the use of microlearning
- It is very cost effective
- It allows for standardization of learning content
- Enriches the learning experience
- It allows learners to better absorb information
- It gives your learners a sense of responsibility
- It can be integrated into your blended training in a flipped classroom
- It can facilitate the memorization of knowledge

3. Methodology of the research

Our methodology is based on a qualitative study containing, on the one hand, the collection of data collected during our online observation of the devices conveyed by the videos broadcasted by the Moroccan universities that we have chosen:

Rabat, Oujda, Agadir, Marrakech and Fez. And on the other hand of an interview addressed to the students of these same faculties of French studies department of various Moroccan universities.

Results of the research

Our online survey revealed four modalities through which video-based learning teaching takes place:

1.   The teacher and students are in a virtual classroom in synchronous mode and share the video using the screen sharing option

2. The teacher appears through a webcam and speaks to the students.

3.   The teacher remains invisible and records only his screen and voice.

4.   The professor appears in a classroom and records the course with the help of the university cameraman.

3.1.   First modality: Virtual Classroom in synchronous mode

The example of the Virtual Classroom (figure 1) is a communication course presented by the teacher who appears visibly in front of his learners by means of the webcam. The teacher explains the course and asks the learners to see the video that reinforces his explanation on the subject of drugs.
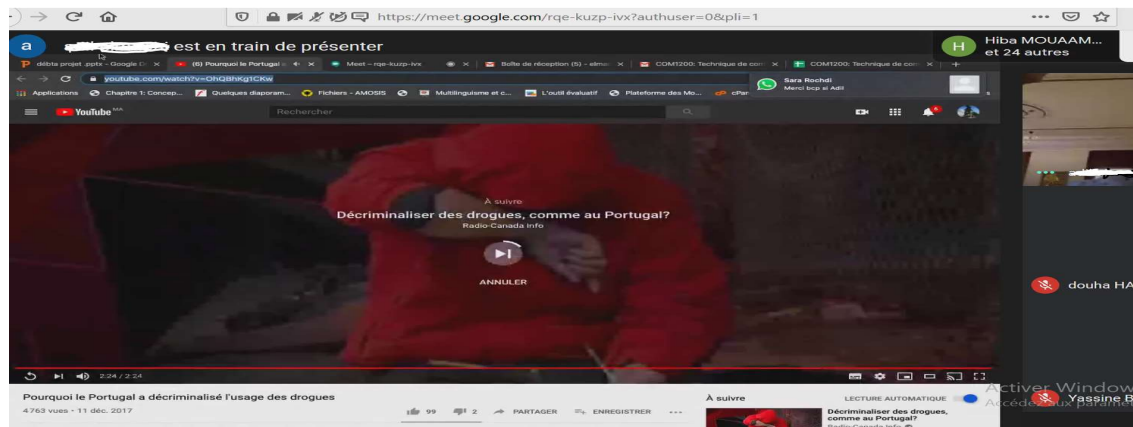

Figure 1: Broadcasting of a video by the professor during a synchronous course

Another example is a presentation given by students and during their presentation they presented a video in the form of a summary that concluded and summarized the entire presentation (Figure 2).
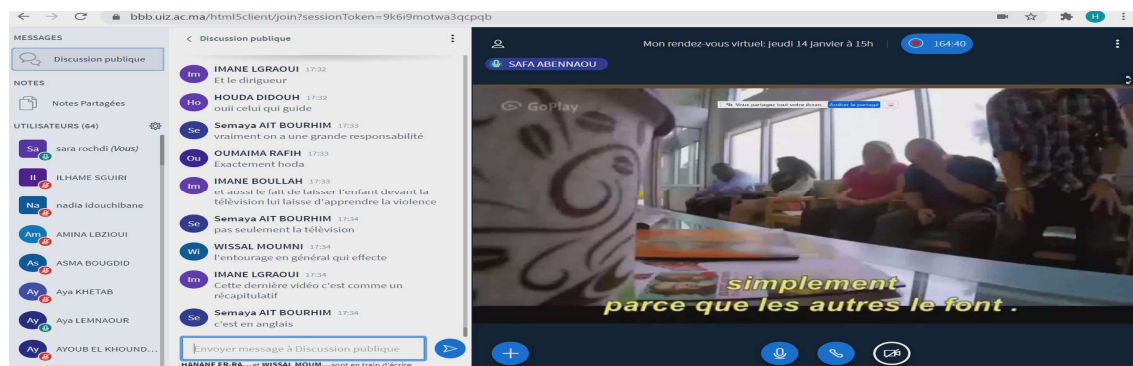

Figure 2: Video broadcast from a student during a synchronous lecture

Discussion

Our observation of the video in the virtual classroom used by the professor on the one hand and by the students on the other allowed the learners to:

- Concentrate during the broadcast
- Focus their attention during the videoconference
- Interact with the teacher and with their classmates
- Carry out the tasks requested by the teacher
- Innovate classroom practices
- Motivate learners

3.2.   Regarding the three modalities

We have made a survey in the form of an online observation and we have divided it in the table below with the results and some examples

University	Module	Length of the Video	The Procedure	Device Used	
Ibn ZOHR (FLSH AGADIR)	History of Ideas	30 min	The professor appears in a classroom and records the lecture with the help of the university cameraman	YouTube	No interaction
	Phonetics	35 min			
	Methodology	17 min		YouTube	No interaction
Mohamed V (FSE) Rabat	Didactic	53 min		YouTube	No interaction
	Theater	40 min			
	Syntax	1 hour		YouTube	No interaction
				YouTube	No interaction
Mohamed 1er (FLSH Oujda)	Semantics	1h30m	The teacher remains invisible and records only his screen and his voice.	YouTube	No interaction
	Lexicology	35 min			
	Syntax	40 min			
Caddi Ayad (FLSH de Marrakech)	Grammar	30 min	The teacher remains visible and records his screen and voice.	YouTube	No interaction
	Pragmatic	45 min			
	Introduction to linguistics	50 min		Site de l'université	No interaction
SIDI ben Abdallah (FLSH FES)	Category of the Story	1h30m		YouTube	No

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	19th century poetry	50 min				interaction
	Intercultural	35 min				

The table above shows the distribution of a set of modules of the French studies program in six faculties of arts and humanities in: Rabat, Oujda, Agadir, Marrakech and Fes.

The pedagogical videos are broadcast on the YouTube device of each university. The duration of the videos varies between 17 minutes and one hour and thirty minutes. In each video, the teacher speaks alone, since he is alone in the recording location, and only after the broadcast do the learners interact using the commentary option. See figures 3, 4 and 5.

Some examples

Figure 3: The teacher appears and explains the lesson
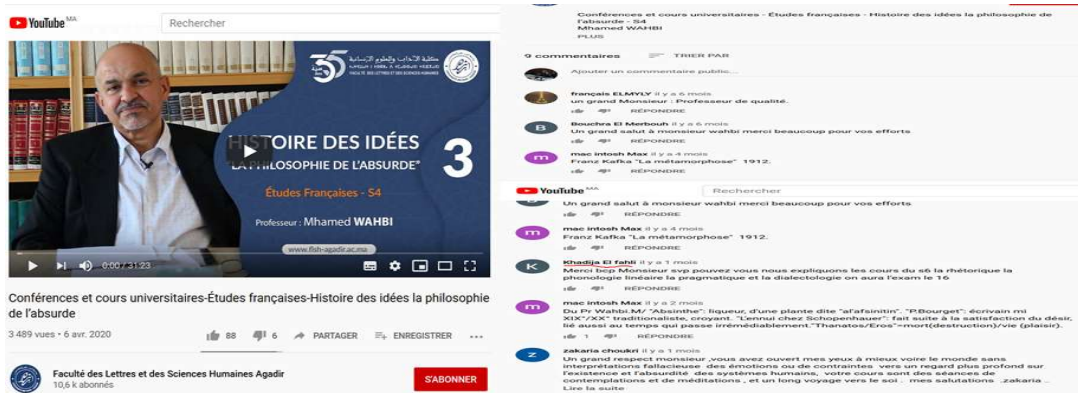

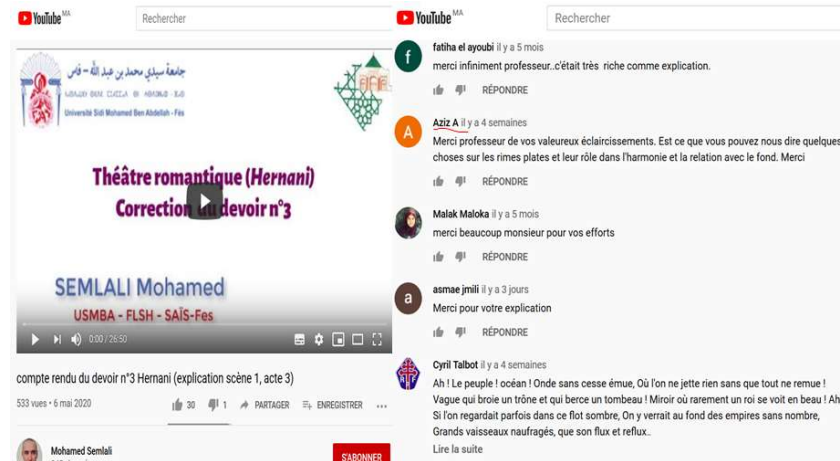**Figure 4:** Video broadcast by the FLSH Agadir

Figure 5: Video Broadcast by the professor of the FLSH Fes

4. Results and Discussion

As we can see in the figures above (3, 4 and 5): the teacher records before the course and then broadcasts it on the university's YouTube channel. We notice that this learning modality does not allow the learner to be active and to interact directly with the teacher because it is only after the broadcasting of the videos where the learner could write a comment. The latter appears in front of everyone but the teacher's feedback remains absent.

The use of online videos broadcasted on YouTube allows the learner to:
- Review the course (the number of views is high)
- Do external research
- Follow the course at their own pace (accessibility)
- Stop and start again
- Save time etc.

5. Interview

The interview we conducted is addressed to students of French language department of several Moroccan universities. We interviewed 3 students through the online device: Google meet

Our interview is spread over three questions:

The first question

1. What did teaching through online video learning offer you compared to lectures in the lecture hall or in the classroom?

Testimony of Abdessamad from Eljadia
"First of all, learning by video makes the course accessible to all students, even those who could not attend the classes due to technical problems, can consult them and review them as many times as their understanding requires. Secondly, the fact of hosting the courses in a platform by adopting distance learning, will create a powerful digital library for each university in which it presents its training in other words it allows us to gradually acquire a form of control over ourselves and our lives. "

The second question

2. Are you motivated by teaching and learning via online video? Explain how?

Testimony of Manal from Oujda
"Yes, I find learning via online educational video much better than face-to-face learning because distance learning allows me to stay focused on my studies by staying at home since attendance at the school is no longer mandatory so I will have control and it is up to me to manage my daily sessions. In addition, these videos are accessible through any device and at any time and when I can not understand a part of the course, I can search the internet for a better explanation all this allows me to evolve the student researcher in me. "Manal from Oujda

And the third question

3. What are your suggestions for improving E/A via the videos provided by your online teachers?

Testimony of Safa from Agadir
"I would like the content to be much more interactive than before and to look for an audiovisual coherence that will simplify things in the most complicated cases, for example they can make interactive videos with integrated quizzes, interactive presentations with texts, audios, videos and more. Drag and drop Memory games"

5.1. Discussion

From the students' testimonies we have retained four elements: the students are
- Motivated
- Active
- Autonomous
- Involved
- As well as learning through video:
- Allows for the creation of a digital library;
- Is presented in multiple formats;
- Makes the course accessible;
- Allows for manipulation (play, pause, rewind etc.)

6. Conclusion

In conclusion, we found that the use of instructional video in the teaching-learning process of French studies at the Moroccan university has important effects on the learner's curriculum insofar as the instructional video allows the learner to: recapitulate, arouse his curiosity, capture his attention, stimulate his creativity, memorize, motivate, Enrich learning, Revise, and Change the pace of learning of the learner/

In order to make students active, we recommend the use of interactive software, subtitles, and to design short, concise videos of good quality while optimizing the weight of the video.

7. References

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