



Chapter 12

Optimization in the Selection and Use of Audiovisual Resources for Superior Education: A Process Proposal


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ABSTRACT

The use of audiovisual content (short self-elaborated videos, movie extracts, and similar) in teaching has been adopted since the digitalization in education facilities took place. However, the inclusion of these materials should be assessed to check for the fit with the learning goals established in each learning environment. This chapter proposes a methodology to validate the adequacy and the level of congruence of a given audiovisual content with those objectives, providing a deep analysis on the requirements that the selection of materials should meet.

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INTRODUCTION

Lecture teaching, widely extended in many higher education systems, is usually dominated by the unidirectionality of the professor's discourse to the students. In essence, lecture teaching is identified as the classic formula of classroom education, consisting of the elaboration of some theoretical materials, according to the contents of the subject in question, which are explained to the student. However, this approach, in its most elementary form, usually generates problems in learning by not including elements that promote discussion, as well as by not offering intervals of disconnection from the theoretical contents that allow students to assimilate them.

This type of teaching, however, is indispensable as part of formal education systems, and should not be understood as something opposed to other methodologies, but complementary to them. This is why numerous academics from different fields have proposed tools that lead to the enrichment of this type of teaching. For example, Brame (2016) proposes "instructional activities involving students in doing things and thinking about what they are doing". Baños and Farré (2011) propose the inclusion of short case studies in the subject of Pharmacology. Caballero Miguez and Garza Gil (2012) defend "cooperative work and participatory content development" in the field of Economics as an innovative approach. In a similar vein, Martí et al. (2007) advocate project-based learning (PBL), presenting the results obtained in the area of Computer Graphics. Other authors, however, do not share this complementary view. Based on empirical results, Fernández et al. (2010) propose a transition from lectures to active methodologies and continuous evaluation, while Fernández Jambrina (2013) postulates the replacement of face-to-face teaching by online sessions for the first stages of training at the university level. Similarly, Luján-Mora (2013) stresses the use of Massive Open Online Courses (MOOCs) as a substitute for lectures. In a more general sense, Oye et al. (2012) defend e-learning as it "allows users to fruitfully gather knowledge and education both by synchronous and asynchronous methodologies to effectively face the need to rapidly acquire up to date know-how within productive environments".

Although proposals such as the above can be grouped according to the main objective of complementing or substituting lectures, it is evident that the existence of new technologies offers an enriching support for learning, regardless of the modality and area of knowledge. Among these, one of the easiest proposals to implement is the inclusion of audiovisual content that helps to exemplify, deepen, and discuss the theoretical contents of lectures. However, the authors of this chapter share the idea that the use of these resources should not be indiscriminate but should be aligned with a series of precepts that guarantee their adequate use. In this sense, a decision system is proposed that allows the teacher to make an adequate and effective selection of the audiovisual contents to be included.

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