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## Promoting Video Education through Facilitating and Suggesting Educational Policies

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### Abstract

Video is already playing an educational role. Now, it is necessary to discuss the issue of the effectiveness of video education in schools. Facilitation is a great means of maximizing learning effects beyond the creativity and autonomy of video production. To prove this, a research study was conducted, and the results showed that facilitation had a significant effect on the learning effect. Based on this result, various policy suggestions such as the introduction of facilitation in the educational field are made.

**Keywords :** Facilitation, Facilitator, Education Effect, Video, Media Literacy

### 1. Introduction

#### 1) Need for research

Recent digital technology is opening the possibility of creation and appreciation to everyone so that works can be accessed anytime, anywhere even in the field of video.1] In particular, as the internet environment and the broadcast content production environment change, the number of single-person video media that individuals produce their own content and transmit it through streaming platforms is also exploding.

However, in the school culture and arts education field, aside from artistic creation based on the active use of video, 'joyful' video education, in which youth use video as a tool for play, is also far away. It is a reality that it is difficult to find guidance and guidance on video as an entertainment tool and also as an object of artistic creation for them in the educational field.

In this sense, the importance of facilitators in video education has a value that is difficult to overlook. This paper begins with the proposition that the role of facilitators can function as a guide to correct video education for adolescents. Therefore, I would like to present and discuss the research problems of this paper as follows.

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**Research question: How does facilitation work in video education and what educational effect does it have?**

## 2) Definition of Facilitation

The word "facilitation" as etymology is derived from the Latin words "Facilis," which means "to make things easier," and the French "Facile."<sup>2]</sup> It is still used in British-American culture in the dictionary meaning of 'to make it easy and to promote.'<sup>3]</sup>

This paper aims to spread the theory of education combined with a new type of school education called a facilitator and to cultivate experts. A facilitator refers to a sponsor who has a partnership that assists and encourages learners rather than simply educating them unilaterally.

Therefore, it is more efficient to perform facilitation activities by 'process' experts rather than content.<sup>4]</sup> Successful facilitation requires a high-level understanding and skills of interaction and communication between people and networks.<sup>5]</sup> In addition, participants and members need the ability to actively participate in accordance with efficient procedures and methods so that they can achieve their desired goals and promote positive interaction with each other.<sup>6]</sup>

## 2. Research Methods

### 1) Description of existing technology

There has existed the research and examples of existing facilitating education.

Jung Yeon-soo researched that the ability of facilitation in the field of education is important because leadership in the era of the 4th industrial revolution, represented by artificial intelligence, is a voluntary commitment, not instruction or control, which is the main focus of facilitators' efforts to draw from the field of education.<sup>7]</sup>

Lee Yeonjoo proposed the mediating effect of reflection learning level and critical reflection work behavior by conducting a correlation and mediating effect measurement analysis to measure the effect of the facilitator's level of reflection learning on critical reflection work behavior.<sup>8]</sup>

Song Sunjong demonstrated the practical efficiency of facilitation that learners' active learning status was expressed through reading discussion education using facilitation techniques and showed a tendency to solve problems autonomously.<sup>9]</sup>

### 2) Subject of study

The subjects of education were students in the 5th and 6th grades of elementary school. At Seoul 'S' Elementary School, which participated in the Photography in Education (PIE) organized by the Korea Photography in Education Association, students who were interested in video media education volunteered to create a class. And another Seoul 'D' Elementary School was operated with one class assigned to multicultural and North Korean refugee youths among the existing classes.

The training was conducted for three hours a week during the semester, with 120 students participating for one year from July 2022 to June 2023.

### 3) Research contents

The method of case search for analysis of facilitator education research is a survey. The survey was designed as a tool to index the educational effect of adolescents who participated in the facilitation curriculum.

The team including video education experts and facilitators from the Korea Photography in Education Association who received training for facilitators gathered together to derive conceptual elements that measure educational effect through an overall review of facilitation. The questions consist of the areas of measurement tools. The questions were developed by composing them into educational effects. The educational effect was 'interest' and 'concentration', and in conclusion, it consisted of a total of 6 questions, 3 questions per each measurement area. For the questions, a five-step Likert scale was

as used.

The survey was conducted twice before the start and after end of the education, and the comparative measurement was conducted with a six-month time gap.

For the analysis of this research, the SPSS 21.0 program was used. In order to find out the educational effect of the 'Facilitator Training Course', the average score of the pre-test and post-test was analyzed through t-test. As a post-verification method, the 'Scheffe' method of variance analysis (ANOVA) was used.

**Table 1. Relationship between Items and Measurement in the Video Media Education Effect Survey**

Items	Step	measurement
This class seems to be best interesting class	1~5	Interest
I'm looking forward to next activity in the class	1~5	
I'd like to share my experience with other friends	1~5	
The class time goes by without being bored	1~5	concentration
I remember almost all the contents of the class	1~5	
I always know and enjoy my activity in the class	1~5	

### 3. Results of Research

The results of comparing and analyzing the average score of the pre-test and post-test for each sub-area of educational effect through the corresponding sample t-test are shown in <Table 2> below.

1) Verification of pre and post differences for educational effectiveness and sub-areas

**Table 2. Verifying the Difference in the Pre and Post Average Scores for the Educational Effect and Sub-Areas**

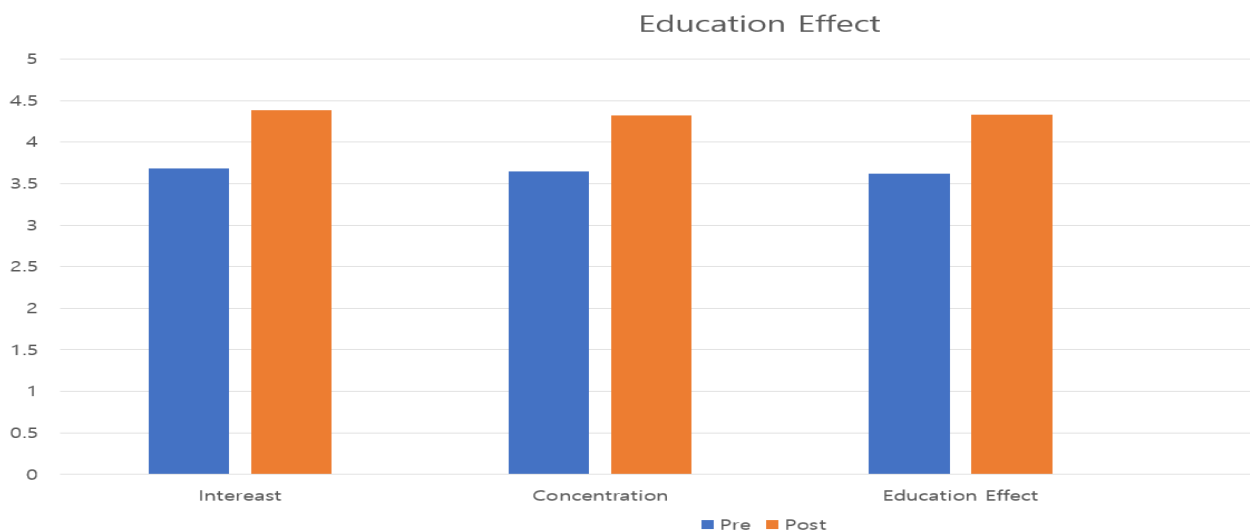
variable	before		after		t	p
	M	SD	M	SD		
<b>Interest</b>	3.68	.599	4.38	.495	-5.975	.000
<b>Concentration</b>	3.65	.562	4.32	.465	-4.788	.000
<b>Educational Effect</b>	3.62	.541	4.33	.443	-5.674	.000

\*\*\* $p < .001$

As shown in <Table 2>, the pre-scores on the educational effect of adolescents before participating in education were shown to be mean (M) 3.62 and standard deviation (SD) .541. On the other hand, the post-mortem score was 4.33 in average (M) and .443 in standard deviation (SD), indicating that the educational effect score was

higher after conducting the facilitation video education, which showed a statistically significant difference ( $t=5.674$ ,  $p<.001$ ).

By sub-area, the pre-interest score was 3.68 for the mean (M) and .599 for the standard deviation (SD), while the post-mortem score was 4.38 for the mean (M) and .495 for the standard deviation (SD), showing a higher post-score with a significant difference ( $t=5.975$ ,  $p<.001$ ). The pre-concentration score was 3.65 for the mean (M) and .562 for the standard deviation (SD), while the post-mortem score was 4.32 for the mean (M) and .465 for the standard deviation (SD), showing a higher post-mortem score with a significant difference ( $t=4.788$ ,  $p<.001$ ). These results imply that the implementation of 'performance image education' has a positive effect on the educational effect, that is, interest and concentration. <Figure 1> shows the average change of the pre-test and post-test scores.



**Figure 1. Pre and post score comparisons of education effectiveness**

#### 4. Conclusion

So far, the following summary can be made through various theories and research on facilitator video education. First of all, it had a very significant effect on facilitator video education. In surveys conducted before and after education, it shows that it is deeply meaningful in significance by recording much improved number in participants satisfaction than in previous survey results. This proves the hypothesis that facilitator video education is a suitable program for school culture and arts education through art.

Based on this proof, it is suggested that 'facilitation video education' should be introduced into the curriculum in order to achieve educational effects in youth video education. According to the survey presented above, the learning and psychological education effects of facilitators are excellent, proving the validity that facilitators' participation in video education should spread to all schools. Specifically, it would be desirable to provide video education in elementary schools that can only be encountered in full swing only in middle and high school specialized subjects or art subjects. Video education can be introduced into elementary school subjects, the role of teachers can be adjusted to the role of facilitators, or a professional facilitator can be dispatched to provide video education through special activity hours.

The second suggestion is to construct a 'video facilitator' training program and system. In the results of qualitative surveys of participants, it was found that the educational effect of facilitation was very highly tangible. In particular, educational satisfaction as participants is very strong, so the stability of education can be guaranteed even after the spread of facilitator education.

In the future, it is hoped that the presentation of improved educational programs or systematic research in the field of video education will be conducted by video majors or educators.

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