



VIDEO AS AN INNOVATIVE METHOD TO WORK ON TOURISM STUDENTS RESEARCH SKILLS

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Abstract:

Given the growing need for an increasingly practical teaching pedagogy, there is a need to innovate in content that helps us achieve the objectives of the different training programs. These innovations should not only respond to the application of new methodologies, but it is also necessary for the content to add value to the students. It is necessary that teachers advance at the same pace as society and understand that the expiration of content is increasingly rapid. I personally like to use videos in classes. But to do so, it has to fulfill a series of characteristics. Fundamentally, that its projection generates added value. That is, any proposal is meaningless if the recipient does not consider it useful. In this case, we will focus on how video can be a really interesting tool to grow research skills in tourism students. For this reason, it is key to understanding the students' perception of the usefulness of the videos used in class is key to identifying those resources that provide the most value and those that do not. In order to identify which ones are working better to accomplish our objective. Between 2018 and 2020, a multi-method investigation is carried out that includes survey techniques, discussion groups and interviews with students from different graduate programs in Ostetela Tourism Management School. Many authors, such as Castaño and Romero (2007) mention that the means to be used should not be perceived simply as technical elements, on the contrary they are didactic and communication elements. Along these lines, these and other authors consider that for a video to be didactic it must be produced (by the teacher) according to a series of criteria. Due to the characteristics of our students, external resources (mainly short videos speeches from key speakers) are used, and we understand that they are didactic not only if they help to understand the subject, but they can also help us to understand and simulate eventual professional situations. The provisional results show that the video is a much appreciated teaching resource. However, there is a great disparity in the perception of the students. Highlighting the video interview and the short video as resources that generate more added value. Visual content is increasingly present in classrooms. However, it is not always perceived as useful by students. The teacher must understand that not all resources generate positive

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impact on the student. Identifying which resources are appreciated as generators of added value is key to improving teaching quality.

Keywords: video as a teaching resource; research in tourism; added value; content quality; tourism education

1. Introduction

Given the growing need for an increasingly practical teaching pedagogy, there is a need to innovate in content that helps us achieve the objectives of the different training programs. The teacher is no longer the one who has the knowledge, he is the transmitter of it. The nature of the student body and of society as a whole, tends to use more and more innovations and gadgets in their day-to-day life. Without a doubt, incorporating them into the teaching-learning process is really interesting.

However, all these types of teaching resources are not adapted equally to all stages of teaching, much less to all types of content. And, what I consider most important, they are not always useful.

Within the framework of teaching innovation, we should not focus solely on the application of new methodologies or technologies, but based on the definition of innovation contained in the third edition of the Oslo Manual (2005), it is a new or significantly improved product. Therefore, we will understand this research as the individual opportunity that every teacher must take to improve the quality perceived by the students of the methodologies and content used in their classes.

Teaching is an art. Rarely will the quality of a teacher be evaluated by what he says, rather it will be, by how he says, a circumstance that makes this parameter completely subjective, which is why, in this document, we will always refer to quality from the point of view of the perception of the students.

Starting from the basis that in post-university education students have specialized higher education and a previous academic trajectory, the evaluation of their perception of the content taught by a teacher should focus on understanding whether it contributes personal value and also whether it has professional projection, since Expectations in specialized master's programs are usually linked to the professional application of knowledge.

This reality makes the choice of teaching tools and resources really important. Due to the characteristics of the subjects that I teach, my proposal is to address the contents that are referenced in the teaching plan, avoiding explanations and complex theories and proposing practical exercises with which to try to solve possible real problems. At all times, the video is a fundamental support, both to complement content, to raise a situation that must be solved or to act as an element of inspiration. For this reason, an investigation is proposed that focuses on the attempt to constantly improve the audiovisual content used in classes.

2. Research Objectives

We can list the following objectives in this research:

- 1) Knowing the students' perception of the usefulness of the videos used in class is key to identifying those resources that add more value and those that do not.
- 2) Evaluate whether the videos used so far by Professor Diego Santos in teaching tourism have achieved the expected objectives.
- 3) Identify the videos that are perceived as most useful by the students.
- 4) Offer a line of improvement when using the worst rated video in the classroom.

2.1 Hypothesis

- 1) Video is a useful resource in teaching tourism.
- 2) Not all videos generate the same added value for students.
- 3) The same video does not generate the same added value for all students.
- 4) Teacher and students agree which videos generate the greatest added value.

3. Methodology

Between 2018 and 2020, a multi-method investigation is carried out with the aim of improving teaching practice in the field of specialization as a postgraduate in tourism. To try to achieve this, an investigation was carried out in which different parameters that led to the evaluation of the quality of the methodology used by the teacher were analyzed.

Within this evaluation, it was proposed to deepen that one of the indicators that should be measured was the quality of the audiovisual resources used during the classes. For this verification, a research project was carried out that includes survey techniques, discussion groups and interviews with students from different graduate programs specialized in tourism at Ostelea Tourism Management School.

The research is divided into two methodological stages, strongly influenced by the grounded theory formulated by Glaser and Strauss (1967). In this research, which analyzed the impact of the videos used in class on the students through non-verbal language and mainly thanks to comments after the session and, later, through unstructured surveys and interviews with different informants, tried to validate the information collected.

3.1 Informal conversations

After each class, the aim was to extract as much information as possible about the exercises carried out and the videos shown. According to Santos (2020), these conversations are really useful when they are carried out with the individuals involved in the object of study.

3.2 The polls

In 2018, when it was thought about the importance that an investigation could have in this sense, a survey was carried out to each class, due to the volume of students who responded, it should not be taken into consideration, but the main lesson learned after this lack of the answers was to restructure the methodology to be used in the investigation.

Already in 2020, the author designed another survey to validate a question that he considered essential to know about the students who saw videos in his classes. As it had to be addressed to students of different classes and of different subjects, it had to be much more generic than the first survey in which the survey was much more detailed. It was decided to ask a single question that was distributed by email. On this occasion, as we will see in the corresponding section, a large volume of students responded.

3.2.1 Survey distribution

By email, the list of students was sent, accompanied by a photo:

*“Very good day to everyone,
I hope you haven’t forgotten about me. I am Diego Santos. I was your teacher at Ostelea. With the intention of improving as a person and as a teacher, I am doing research on tools in the classroom. As you know, I am “in love” with using videos and in each edition I change them. That is why I wanted to ask you for a couple of seconds of your time to answer a single question, very simple (it is a multiple answer so you can choose several options).
If you also want to participate in the project in a more active way, I want to do interviews and discussion groups (all online) to try to improve and change those things that you liked the least.”*

3.2.2 Questionnaire

After the few answers obtained in the first survey, it was decided to make a questionnaire that included the fewest possible questions. Therefore, it was decided to ask general questions with which to obtain information from all the students, although this made it very difficult to grade which videos generate greater added value through this questionnaire since not all had viewed the same videos.

The first and only question, *“In general, the videos used in Diego’s class ...”* was multiple-choice, offering the following options:

- *they added value to the class because they were related to the subject.*
- *they helped me understand reality from different prisms than what i had before.*
- *they have been useful to me it is in my professional life.*
- *they were not very helpful.*

Given the need to continue studying this general information, a second open question was proposed in this questionnaire.

I would like to do some small interviews or discussion groups. Leave me your number or email to receive more information.

Being these interviews, once again, validators of information that the researcher had been collecting after each class.

3.3 Virtual interviews

In order to make it easier for students to participate in this research, interviews were conducted through WhatsApp and email, as well as live interviews through the zoom platform.

The scheme followed in the interviews was to start by asking which videos the interviewee considered to be of higher quality and why, in order to be able to know those Top Mind and refine the concept of perceived quality Later descriptions and / or fragments of some videos were shown chosen by the researcher. The criterion for the choice was that the video had been projected in the edition to which it belonged to the student and priority was given to showing those that, as we will see in the discussion section, were considered to be replaced (improvable videos) or those videos that apparently work best (recurring videos).

3.4 Discussion groups

The possibility of holding discussion groups with several students had been considered, but for the moment this possibility has been ruled out since the answers obtained in the interviews were sufficiently homogeneous to be able to draw conclusions. Resorting to this technique in future research with the same object of study is not ruled out.

3.5 Sample design

The universe of this research are all those students of the postgraduate teacher in tourism. Between 2018 and 2020, a total of 230 students. In addition to hundreds of informal conversations both individually and in groups to obtain relevant information.

An email was distributed among these 230 students, in which, in addition to taking the opportunity to greet them, they were asked to answer a single question. 67 students responded to the first question from what we understand to be a representative sample.

Of these 67 students, 38 answered the second question, volunteering to be interviewed. Of which approximately 50% were interviewed with different degrees of depth.

4. Discussion

4.1 Teaching quality

As stated by Méndez Romero in his doctoral thesis (2015), there are many studies that focus on the study of teaching quality (Coch-Smith, 2003; Croninger, Valli & Chambliss, 2012; Dinham, 2013; Fenstermacher & Richardson, 2005; Santoro, Reid, Mayer & Singh, 2012). It ensures that in order to understand this quality, reference must be made to all the actions that aim to improve the knowledge, competencies and different abilities of the teacher and that have a direct effect on student achievement (Gibson & Dembo, 1984; Guskey & Passaro, 1994; Ross, 1992). Santoro et al. (2012) consider that educational

quality depends on the teaching quality and finally the latter on the success of the students. Coch-Smith (2003) specifies the concept of teaching quality stating that it is the "*design of teaching and learning strategies that make students interested, enthusiasm, close attitude towards students and knowledge of the contents.*" (p.96).

4.2 Video as a pedagogical resource

The use of video as a pedagogical resource is an issue that has occupied professionals from many different fields for decades, at which time teachers have the technical resources to project videos in the classroom. Among the best known, we cannot forget the resources associated with language teaching, usually with laboratories adapted much earlier than the rest of the classrooms to this type of projection.

As many authors claim, with the latest technological revolution and the proliferation of the internet, the use of video as a teaching resource has only increased. Some studies, such as De la Fuente Sánchez, D., Hernández Solís, M. and Pra Martos, I. (2017) that tried to relate the use of video with academic performance in non-face-to-face training, in the specific case of the UNED.

On the other hand, Cabrero (2002) makes an excellent analysis of the pedagogical functions that video can have. Among the pedagogical proposals that this author highlights, we agree that this video resource is not only an information tool, but is also an inspiring tool.

Many texts speak of videos in a general way, when I consider that the study should focus on videos that respond to a series of learning objectives. In this case, it is necessary to explain, even briefly, the subjects in which we are studying whether video is a quality resource.

4.3 The videos used in class

Not all videos are eligible to become a teaching resource and I do not use any video randomly. They are all very thoughtful, both for the content shown and the timing within the teacher's presentation. Therefore, we cannot use just any video to use in class and achieve the objectives of each subject. The intention is that all videos generate added value. That is, any proposal is meaningless if the recipient does not consider it useful. To do so, it has to meet a series of characteristics that will vary depending on the type of video.

After analyzing thousands of videos and fragments, in general, they fulfill a series of functions or objectives that we can divide into three categories:

- 1) Videos that inspire. These are usually Ted talks or the like. Its duration is between 10 and 18 minutes. Due to the quality of the speaker, they are usually quite timeless videos that fit into different subjects.
- 2) Videos that complement theoretical content. Its main function is to serve as an example on a topic. They do not have to be shocking videos, but they must fulfill the pedagogical function of reinforcement and must be short, between 1 and 3 minutes long. They are usually videos about aspects that you want to discuss in the classroom.

- 3) Videos related to practical exercises. They are videos with which a case or practical exercise is presented that the students must solve. I often look for shocking videos that arouse unease in an artificially created situation.

It is necessary that teachers advance at the same pace as society and understand that the expiration of content is increasingly rapid. This is why many videos are not used more than once, since they refer to current affairs.

5. Results

5.1 Initial phase: Conversations

After each class, feedback is obtained from it through informal conversations with the students and focused questions about the videos used. The TFM tutorials, due to their length and other activities in which students meet and hold conversations that are also an important source of information.

After this phase, videos were identified that were not working as expected and should be removed or changed as soon as possible.

Table 1: Informal conversations results

Video	Feedback informal
Kike Sarasola	Very good
Howthorne studies	Bad
Ciudad 2020	Good
La vaca emprendedora	Good but bad audio
Neuralink	Good
Neuromarketing	Bad
Descubrimientos científicos	Very Good
Alexa for hospitality	Good
Luces de Navidad	Good

Source: Own elaboration.

5.2 The video that did not work as expected

This is a video that we consider complementing theoretical content. With a documentary aesthetic, in 1973 a 14-minute video was produced explaining the different experiments that Elton Mayo carried out on labor productivity in 1927 at the Western Electric Company, located in Hawthorne near Chicago.

This video was used to try to show the importance of research against intuition. Thanks to examples that are not recent, to be able to arouse the concern in students to apply relatively simple methodology to obtain relevant information for their business. In this specific example, it can be seen how the working conditions of what is currently called a client can have a direct influence on the service provided.

When asked about this video, the students claimed not to have understood the objectives of the teacher with the projection of him, considering that it did not provide great added value, as would later be verified with other in-depth interviews.

Faced with this reality, it was decided to replace this video with a Ted-ed talk by Adam Savage which we could fit into the inspiring videos. This video is titled as simple ideas lead to scientific discoveries and the pedagogical objective of the video is the same as the previous one, highlighting the importance of research versus intuition, that is, it seeks that the student understands that decision-making must be based as much as possible on data and that to obtain it you do not always have to make large investments in technology, if not, have curiosity and imagination to obtain it.

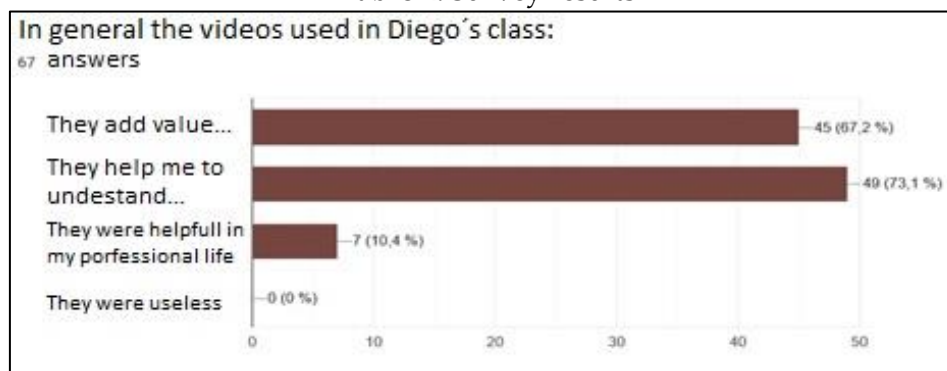
The students asked to consider that this video fits perfectly with the contents expressed and that it exemplifies the importance of research and innovation. So, it seems that we were faced with a reality that by its very nature should be expressed in an inspiring way and not as a complement to the content.

5.3 Understanding the perceived quality of the videos projected in class

As we have shown previously, we refer to the perceived quality under the umbrella that encompasses the usefulness that a video can have in the personal and professional development of the student.

From the question proposed in the survey, which sought to know the usefulness of the videos used in class, we can see:

Table 2: Survey results



Source: Own elaboration

Of the 67 students who responded, 67.2% believe that the videos used by the teacher added value at the time of their use because they were related to the content that was being addressed at that time. 73.1% considered that the chosen videos helped them understand reality from prisms. 10.4% consider that they have been useful in their professional life. It must be taken into account in this question, that the universe is studying or it has been less than two years since he finished his master. The objective of this question is to be able to contrast with the results if at some point in the future it is decided to carry out a similar investigation again.

As we explained previously, with the intention of identifying those students willing to collaborate with this research, it was proposed that the email or telephone be shared.

The author recorded an explanatory video in which the context of this research was explained and an open question, after uploading it to the YouTube platform, was sent via mail and WhatsApp to which 16 responses were received.

The initial open question tried to find out the opinion about the videos used in class. If they seem too numerous, if their duration is excessive or if they remember one in particular, be it a positive or negative memory.

No type of clue or list was given since the investigation considered it important to know those "top mind" videos that had left the greatest impact.

In general, they have responded that the videos always seemed quite timely. Of these 16 students, 10 positively remembered Kike Sarasola's video. It is logical that they remember it more than others since it is a video of approximately 20 minutes to which we dedicate more than an hour since we are taking breaks and commenting on it.

Of these 16 students who responded, an in-depth interview was conducted with five of them, in which the content of some of the projections used was recalled and the student was asked to grade them from 0 to 10, with 0 being that he did not consider that it would have added value and the 10 that its projection added a lot of value. The results obtained were the following:

Table 3: Video punctuation results

Video	Interview punctuation
Kike Sarasola	9,2
Howthorne studies	X
Ciudad 2020	7,8
La vaca emprendedora	7,2
Neuralink	7
Neuromarketing	4,1
Descubrimientos científicos	8,6
Alexa for hospitality	8,7
Luces de Navidad	7,9

Source: Own elaboration.

The most striking thing is that if the scores are compared, the results were very similar to those obtained in informal conversations.

Table 4: Comparative classification video chart

Video	Puntuación entrevistas	Feedback informal
Kike Sarasola	9,2	Very good
Howthorne studies	X	Bad
Ciudad 2020	7,8	Good
La vaca emprendedora	7,2	Good but bad audio
Neuralink	7	Good
Neuromarketing	4,1	Bad
Descubrimientos científicos	8,6	Very Good
Alexa for hospitality	8,7	Good
Luces de Navidad	7,9	Good

Source: Own elaboration

6. Conclusions

The present research tries to offer a partial answer to one of the problems that many teachers find in the exercise of their practice, the knowledge of the quality and usefulness of their teachings.

Many public and private studies have tried to delve into this question from a general perspective. The proposal of this research is to carry out a micro investigation in which to obtain sensitive data that can help to improve teaching practice in a context and with very specific contents: The teaching of different subjects framed in different master programs that were taught at Ostelea Tourism Management School in person in the city of Madrid during the years 2018 and 2020 in person by teacher Diego Santos.

In our research we have demonstrated the hypotheses raised, since it is proven that the video is a resource considered useful by the tourism students who collaborated in the present investigation. It has been possible to conclude that when we talk about the usefulness of video as a resource, we must be cautious because not all videos generate added value, and we understand that the only purpose for which a teacher will choose one or another projection is to address teaching objectives and will want to do it in the best possible way. Not forgetting that, except for really good videos, the same video does not generate the same impression on the receiver. It would be ideal to identify those that connect with the highest percentage of students and get the most out of them. Videos that are good should have more prominence than those that are less so. In the vast majority of cases, the videos that the teacher thought would work, worked and those that did not, did not. At this point, it will be interesting to delve into the future about the transmission of a possible bias from the teacher to the students during the presentation of the video in class.

Despite the fact that during the information received after the classes, in which the students identified as very positive when a current or unknown video was projected for them, its impact has not been reflected in the present study, so we can conclude that the Videos that students remember most over time are inspirational videos.

Every teacher should be aware that depending on different variables, some videos will work better than expected and others worse. It will be essential to be able to identify them to get the most out of the videos that generate a greater positive impact and eliminate or change all those that fail to connect with our students. Possibly the only way to do it will be by asking our students without having to torture them with long surveys.

Conflict of Interest Statement

The author has participated in (a) conception and design, or analysis and interpretation of the data; (b) drafting the article or revising it critically for important intellectual content; and (c) approval of the final version. This manuscript has not been submitted to, nor is under review at, another journal or other publishing venue. The author has no affiliation with any organization with a direct or indirect financial interest in the subject matter discussed in the manuscript

About the Author

Diego Santos González (Pontevedra, 1984) doctor in Sociology (Universidad Rey Juan Carlos, 2016) has been able to combine his intellectual concerns, his personal and professional passions in a doctoral thesis entitled "The world on waves. Tourism development perspective through surfing ". Being born into a family of farmers, artists and athletes, mark his personality and his personal concerns, so surfing, travel, writing and rural life are always the axis of his stories and social research.

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