

Paving the way for the project Didactac-TV in Lublin/Poland – personal perspective

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In 2018 I had the great pleasure to visit Oviedo University within the Erasmus programme. Then I could meet Marta Garcia-Sampedro Fernandez-Canteli, the Erasmus coordinator. My visit was fruitful, as Marta asked me later, if I wanted to participate in the project: Educational multilingual video generation in university and school contexts in the framework of Didactac-TV (Torralba-Burrial & García-Sampedro, 2022).

I did not hesitate because the pandemic time came, we were locked at homes and could communicate only through the Internet and social media. So the idea of establishing students television was a wonderful solution for that time, it was “a sensitive period” for a new tool of connecting students and making their life, work and projects visible.

The Dean of UMCS Faculty of Pedagogy and Psychology agreed to establish a Video – didactic website, as a part of our institutional official web and to link it to the project, available at <https://www.umcs.pl/pl/video-dydaktyka-video-didactics,19521.htm>.

Video-didactics is a nice and useful tool of presenting mainly the results of students work. The website contains student projects of methodical character, created during their courses. High educational value of selected projects was a decisive factor concerning their choice. Videos prepared by students were also a great form of personal expression and a factor of increasing internal motivation for presenting group or individual activities to others (Figure 1).

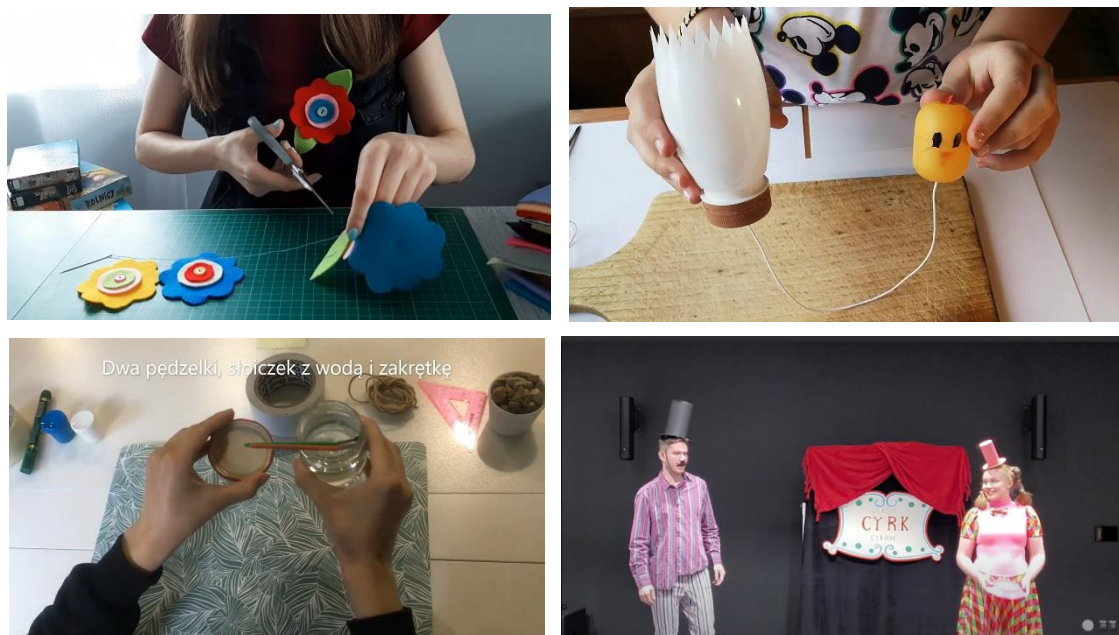


Figure 1. Examples of student-generated videos

Video presentations inspire activities of different nature: cognitive and practical, technical and artistic as well as exploratory one. That is why our platform is divided into three parts: 1) Learning and understanding, 2) Creating and producing, and 3) Experimenting and searching. All presentations are meant not only for students but also to for parents, children and teachers.

I am grateful for such a great possibility of creative cooperation. I feel, that together with my students we are a part of a large, international, online community. Though the project is coming to an end the work will be continued and the idea and research will be developed.

References

Torralba-Burrial, A. & García-Sampedro, M. (2022). Key factors to implement a multilingual and cross-curricular YouTube - Based Portal as an online Teacher Training resource. Pp 1276-1287 en Esteve Faubel, JM. *et al.* (eds) *Transformando la educación a través del conocimiento*. Editorial Octaedro. <http://hdl.handle.net/10651/65605>