

Educational Benefits for Undergraduates in Sri Lanka by Using Video-Based e-Learning: Special Reference to Sri Palee Campus & University of Colombo

07 Nov.
SSH64

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Video-based learning has a long history as far as World War II. During World War II, soldiers were trained using collection of audio and film strips. By the late 1960s, educational television was used as an additional tool in the classroom. By the 2000s, classrooms were integrated into the internet with interactive digital video as well as video conferencing. Since then, new technologies such as smartphones, tabs, and social media such as YouTube, have contributed to improving social interactions and making video applications in education easier than ever. The main purpose of this research is to identify the educational benefits of using video-based e-learning methodology for undergraduates of Sri Lankan universities. A sample of 100 undergraduate students who are following Mass Communication as a subject at the Sri Pali Campus and the University of Colombo, was selected. The research was conducted using the mixed method. Quantitative and qualitative data collection methods were also used. Questionnaire and Group discussions were used as primary data, while library data, books and articles on the internet were used as secondary data. Data shows that video-based e-learning is an effective method for many undergraduates. It was concluded that video-based e-learning can provide knowledge in an attractive and consistent way. Furthermore, learners' skills show statistically significant differences. Learners preferred to follow a step-by-step cognitive approach to learning video lectures. Some students mentioned that there is no statistically significant benefit and that video-based learning in the classroom provides equal educational benefits. Overall, the results of the peer reviewed research showed that the use of video technology alone does not help the learning process.

Keywords: e-Learning, video-based eLearning, undergraduates, educational benefits