Challenges in making educational videos during the COVID-19 pandemic

Amirthalingam, S.D., Malanashita, G., Kwa, S.K., Zainab, A.M., Yu, W.H., Faiqah, D., Ismail, A.B., Ling, Y.Y., Jie, E.K.Y.

International Medical University, Malaysia

Background:

A group of Year 3 and 4 International Medical University (IMU) medical students involved in a social responsibility project of making adolescent sexual health educational videos, faced challenges due to the Covid-19 pandemic. These challenges were mainly due to the movement control order and social distancing, which prohibited face-to-face meetings. This paper narrates the challenges and mitigating efforts to complete the project. Production of these videos required multiple discussions to brainstorm content, script, and roles. Due to the pandemic restrictions, discussions were moved online to Microsoft TEAM. However, differences in internet connectivity led to the disruption of online meetings. Therefore, WhatsApp became the preferred choice for updates and asynchronous discussion. There were delays to the schedule due to lag time in receiving and incorporating feedback for improvements. The shift by IMU to online learning further contributed to this issue. These animation videos required the use of Vyond, a paid licensed software with limitation on the number of users at any one time. There was competition for the use of Vyond by lecturers to create online learning materials for students. Another challenge was the inaccessibility of a proper sound recording studio. Students had to use home equipment and tools on laptops and handphones for recording purposes giving rise to compromise in the product quality. Feedback on the video content suitability was obtained from family and friends instead of faculty and peers. The students also had to balance their increased online learning workload and the video creation. Despite these challenges, this project enabled students to develop teamwork, online communication, and project management skills. Students also learnt flexibility and resilience. Most of all, it allowed both faculty and students to stay connected during this period of social distancing.

Keywords*: Online Learning, Video production*