Understanding Problems that Arise During Video Remote Shooting

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Abstract. The hit of Covid19 in 2020 prompted educators to be more creative in connecting online teaching and learning sessions. However, not all subjects can be learned through lectures. For video production that requires practical activities, the lecture method is seen as impractical. The students are unable to communicate well among the group members resulting in only a few group members completing the given project. Since video shooting has traditionally required members to be at the shooting location physically, online video shooting is becoming a new method to help students experience the shooting experience where students will descend to the shooting location remotely. Therefore, this paper uses observational methods to identify the factors that contribute to communication problems between students during remote video shooting. The remote video shooting is carried out via the Zoom application where each member of the group joins the remote video shooting process at the same time. The remote video shooting is carried out via the Zoom application where each member of the group joins the remote video shooting process at the same time. Few members were in the location of the shoot as a cameraman and assistant, while the other members of the group helped contribute comments and ideas to the cameraman, remotely. As a result, a few issues that contribute to the communication issues during the remote shooting process, such as misunderstanding, internet connection problems, and equipment problems were identified. Thus, more studies need to be done to make sure no issues arise during the remote video shooting process in the future.

Keywords: online learning · video production · online video production · remote video production

1 Introduction

Online learning has been very challenging to implement particularly for practical base learning during the pandemic. Technical and practical subjects in higher learning institutions faculty doing enormous task to implement practical learning and practice through remote elements. As difficult as it may seem, educators and students alike must adapt to these changes to continue learning in online environment and adapt practical skills learning through online methods and delivery. The collaborative learning as an aftermath of Covid-19 has produced demand to create causes that can display practical skills and demonstrations effectively on online platform [1]. From face to face, educators and

students becomes familiar with online tools such as Google Meet [2] and application or systems develop by the institutions itself.

As example, the use of virtual reality, or VR in food technology education can enhance motivation and satisfaction of the students to explore, interact, and learn [3]. According to study conduct by them on New Zealand secondary schools, the positive responses by the students support that this technology was fun and can support their motivation to use this system again, not only for the same subject, but also for different subject. The use of Microsoft Team and Zoom also become more familiar among teachers to teach their students on practical subject. Google Drive as a file sharing medium made it easy for the students and teacher to exchange information and do assessment to follow the progress of the students [4].

For practical-based subject, other method was used to help students not only to understand the issues theoretically, but also practically. Referring to a pilot study by [5] for medical students to 'follow' around their teacher during the ward round session remotely, Microsoft Teams on personal 2D devices was used. Microsoft HoloLens 2 were worn around the head with an external microphone by the instructor to give live learning experienced for the students.

However, changes in class conduct as well as factors that influence the change in student's behaviours adjusting to producing task and practical assignments remotely to fulfil requirements. Resulted mix response from students yet agreed that face learning options that we need to gradually improve overtime to ensure everyone wellbeing [6]. Not only that, understanding students' emotion during the online learning process also need to be investigate considered as the learning content and delivery method can become the contribution to their perceptions of their emotional experience during online video-based learning [7].

Students showed decrease in communication skills and reduce the amount of understanding and motivation to engage with other students and with their lessons [6]. Thus, produce collective processing limitations, changes in social dynamics and interaction leaving the real time discourse in implementing online sessions particularly practical task and demonstrations. Besides, [7] revealed through their study that student's emotion can be learned through their facial expression during online learning. Frequently, students use "boring" and "not interested" as their expression towards their interaction with the content of the video provided by the teacher.

Especially on project-based subject, students still find online learning are not suitable and face to face class must be conduct for students to interact with the teacher [4]. Thus, these challenges not only present cognitive challenges but also limit the student's ability to follow step-by-step procedures when it comes to practical classes. This cognitive fog that they feel because of online learning that often becomes ineffective due to multiple factors for example Internet connection, accessibility of tools and gadgets; is students' ability to operate the skills and procedures with minimal supervision due to location and possible time difference. Therefore, the students feel that their role as a student has been compromised to some extent the with these challenges presented itself in conducting and functioning in an online learning environment [8].

So, how about video production class? How to shoot a video without having to meet up with all the teammates face to face? Can video be being produced when you are far physically from the subject of your video?

To understand more about the issues during online class for practical-based subject, this paper will focus on the problems arise during the remote video shooting for Basic Video Production. The main reason for the study is to identify weather students can communicate smoothly among the group members during the production process where usually were conduct face to face on shooting location. While most studies are focused on quantitative studies, this paper identifies the issues from a qualitative perspective to which observations have been carried out.

2   Method

2.1   Participants and Context

The research presented in this article was carried out during the group assessment for Basic Video Production Class from Faculty of Modern Language and Communication, Universiti Putra Malaysia. Before the Covid19 strike, the activities were conducted face to face. However, because of the pandemic, this assessment needs to be conduct online.

The assessment structure was designed and explained by subject lecture to the participants which is a second-year broadcasting student's earlier semester, where 12 group was formed with 5 to 6 students in each group. Then, few days earlier before the assessment, each of the group were (1) explained the task for the shooting day for their pre-production process. They have also (2) been explained on how this remote video shooting will be conducted, including platform used, and duration of the assessment. Any questions related, being arise during this pre-production session. Even though this is the first time the students implement remote video shooting process, most of them understand the instruction given. During this time, they also communicate and assign each of the group member's role during the assessment.

2.2   Video Shooting Material and Process

On the same day before the evaluation took place, papers containing the task description for the assessment were put in several places which has been explained earlier to the students during their pre-production process. Each member of the group joins the remote recording process using the Zoom link previously given, where they are automatically placed in their own group. An offline member who is at the shooting location is responsible for shooting, While the other members of the online group help in contributing a direction, comments, and idea to the members on site, remotely. At the same time, the lecture monitors from group to group and standby when students need it. As a result, more participation and input were added during the filming process to help the group get the best visuals for their video.

Observations are carried out during the two-hour assessment period. At the same time, all related problems are identified and recorded by the lecturer.

Fig. 1. Only two group members are available during the assessment for remote video shooting due to connection problem.

3 Findings

From the observation during two-hour assessment process, three major problems have been identified. They are: (1) poor internet connection, (2) type of equipment used, and (3) students do not understand the task/instructions.

Since most students come from various places, there are some of them who do not have strong internet access in their area of residence. Due to this problem, communication between them and other group members is interrupted, causing the process of communication, and sharing ideas or transferring information during filming not go smoothly. Same issues were found by [8]. As in Fig. 1, a group that should have five members however only can be attend by two of them. This is a common problem for remote video learning or video streams due to unstable WiFi [5]. However, when this happens, the filming process still needs to continue with the remaining group members.

Another issue is the type of equipment used by the student. Even though this is a video production class, still not all students can afford to buy a good quality of equipment, especially camera. Therefore, most of the students during the remote video shooting will use any kind of equipment that they have to keep communicate with their group members, and mostly are using their smart phone, in line as suggested by [5]. For group members who are on the location site, one member who are in charge as a cameraman, will use a camera or their camera phone to record the videos. Meanwhile the other member will keep online with their online group members using their smart phone as shown in Fig. 2 and Fig. 3. Students who join online use smartphones or personal laptops.

Interestingly, the last issues identified is something unexpected which the students do not understand the instructions. This is because students have several classes early during the pre-production process to ask questions. In fact, they are also given the opportunity to ask more questions before the evaluation process is started. As a result, there are groups that are not prepared as if they are not present, or do not know what to do, and student lack of exposure to important elements in production process. The lack of communication between among the group members become the main issues for these problems, this clearly supported the problems identified by [6] during online learning.
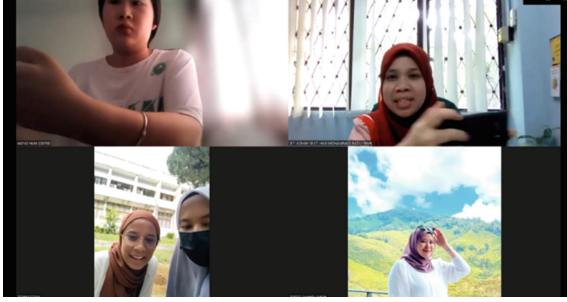
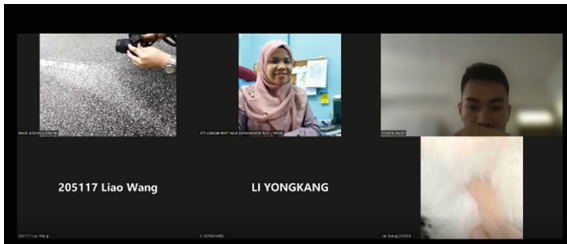**Fig. 2.** Students using different kind of equipment to communicate with their friends.

Fig. 3. Students using smartphones and laptop to communicate with their friends.

4   Discussion

This assessment clearly demonstrated that remote video shooting during online class is feasible. Students still can produce a video by conducting remote video shooting using a limited equipment's and internet line. With good communication skills, shooting process can become smooth and succeed as planned.

However, recognizing the issues arise during the process are important to improve the online learning process especially when it is involving practical based subject. As mentioned above, some of the issues need to understand the cause and effect by both students and subject lecture.

Poor internet connection is something that cannot be controlled by both parties as it is provided by different agencies. Even though students have tried to find strong internet coverage near their area, if their area is not provided with strong coverage, there is nothing they can do. Here, lecturer should be prepared with additional plans on how to manage students who face problems like this. By having a back-up plan, it can give assurance to the students effected with the issue that learning process still can be done.

The lack of high-tech equipment however is not a good reason to be the main issue because if students can still interact clearly with their group members, that is enough. According to study made by [5], it is found students disagree with a statement that technology can cause a problem during the online learning using video streaming. What matter is the audio and the video quality. From here, it is important to the lecture to gives understanding and confidence to the students that they do not need high-tech equipment to attend the class. What is necessary is attendance, and constant communication

between group members, and of course with the teacher himself. This also can avoid miscommunication and misunderstanding among students about the task given by the lecturer during class session.

Remote class is not easy, especially when it involves practical subject. However, with the use of new technology, students able to experience the feelings of doing video production process with their group members even remotely. Because this method is done remotely, it can be implemented everywhere as long there is a strong network connection. Besides, with less participation members on shooting location, meaning less cost involved especially on transportation when it involves long distance shooting location.

With people nowadays getting information everywhere and anytime, the design also affects the use of new technology among students because they can conduct the shooting process in a more accessible environment only with their mobile phones to connect and communicate with their online friends.

In terms of commercialization, if we can have video competition, it is not impossible if we also can organize a competition for remote video competition. This will give a fresh view of competition among not only the education institutions, but also government and non-government institution. This design also can encourage industrial people, or organization to develop more affordable and accessible remote shooting equipment, especially when video content creation is on demand right now.

In order to understand more on the issues, there are more studies can be conduct. The limitations during this process using the method hopefully can be a foundation for future studies to identifies more issues and give useful perspective on how to solve it.

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