The Use of Learning Video in Handicraft Technologies for Adults

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Abstract: This article describes a study on the use of learning videos in handicraft technologies for adult interests' education. Working with adults with different learning rate and different previously acquired knowledge, the use of learning videos, that include visible handicraft technology demonstration step-by-step, provides improvement of adult education. The aim of this study is to explore and justify the need of the use of learning video for adult interests' education, learning the fine handicraft technology from Deco Clay polymer. Pedagogical experiment was carried out in Latvia University of Agriculture in Institute of Education and Home Economics and in the flower formation studio 'Madeira Flowerland' in Jelgava, interviewing studio participants. It was studied how the use of learning video promotes precise learning of the exact flower-making technology. The criteria for assessing the use of learning video were set up. The materials of learning videos for handicraft technology from Japan Deco Clay polymer for adult interests' education were developed and tested in practice. Basic principles of adult education were applied through the process of using the learning videos (continuing education accessibility, connectivity with the own' experience, "learning by doing"); as well as adult education favourable didactic elements (learning in their own home and at the individual rate); individual develops skills to see the proportions, to perceive space, to create flower compositions and improves information technology skills. As a result individual's horizons expanded and personal development took place. Usage of learning video creates the conditions that supports relation between individual's autonomy and competence with her/his own experience, encourages creativity, motivation and personal development during learning process, thus improving learning outcomes.

Key words: adult education, self-actualization**,** learning video, handicraft technologies.

Introduction

Adult education provides life-long development of personality and competitiveness in the labor market. Adult education includes all forms of learning activities after primary education, allowing a person to express him(her)self in various fields, according to the qualifications demanded in the family, workplace, and civil society, and according the individual physical, intellectual, social and cultural suitability. It is a part of an education system that aims to organize learning opportunities after formal basic education for personality expression of each individual, and individual growth as social beings throughout life learning both at work and at leasure (Rokasgrāmata pieaugušo..., 2003).

Importance of today's increasing information and knowledge sets increasingly higher requirements for the individual to be able to fully participate in the processes, to be competitive in the labor market and to improve own quality of life. A growing part of society is no longer satisfied with the level of obtained information, awareness and usage, which was provided by the elementary *literacy and numeracy*. Every individual has life dictated need to understand the necessity of information , search it and use it. Thus the weel-known concept of literacy naturally expands and acquires incomparably higher criteria and the new name of the specific skills - *information literacy*. This means the ability to understand the need of new information, when and what information is required for solving the problem, the ability to find, understand and organize information, to filter the necessary and valid from the enormous information array, then use it, share it with others, create new knowledge (Izglītības sistēmas…, 2006).

Information literacy is also needed for adults who want to operate in non-formal education of interests, to develop a variety of their own skills and learn new handicraft techniques. Extensive and effective usage of information and communication technologies (ICT) can be significant and helpful also for acquisition of various handicraft technologies.

Analyzing the Latvian adult education, as major obstacle mentioned is lack of access to qualitative and varied supply of education for adults willing to work, as well as lack of the motivation and lack of support systems for people who do not feel the desire to learn and therefore are unable to enter the labor market (Pētījumi pieaugušo..., 2005). Adult interest education is financed by the number of finance sources. Adult education may be financed by the employer, a variety of non-governmental organizations, which are aimed at public benefit or the benefit of its members enhancement.

Also municipalities want to invest in education for local government institutions and their employees and for local population, according to priorities of local community development (Iespēja izglītoties..., 2001). However people are ready to pay for further education by themselves, who understand that education is one of the main tools for their employment and increasing family welfare. Therefore, it is important to develop the offer for adult interests education, including offerings of various courses, being what the authors of this paper are doing.

One of the guidelines of strategic continuous education aim encourages to enrich the human personality so that she/he would be enterprising, open for continuous personal development, to find her(his) place in a changing world and to control the quality of their lives. Self-realization is necessary not only in the labor market but also in personal life for individual to survive and adapt to the age (Kalēja- Gasparoviča, 2006).

Information has become one of the most important things in society and everyday life. Acquired education determines ability to acquire new knowledge and skills use them in the practice and to get benefit from it. Nowadays information society actively uses information technologies in everyday life and purposefully promotes its'development. The ability to obtain, preserve and create a new information is a major opportunity to increase the individual's well-being (Lūsēna–Ezera, Bārdule, 2013).

Learning is joint process of self-expression, nature and societal cognition. It is also a process of acquiring social experience. David Kolb (Kolb, 1974; cited by Brigmane, 2012) believes that human learning is based on the experience and skills to gain new experiences, to reflect, to conceptualize and to experiment. Skills relate to specific abstract and active reflective thinking and the individual's learning style is dependent on their interaction.

Conditions that support learners' autonomy, competence in relation to her/his own experience, promotes the highest motivation and engagement, including self-learning, improved learning outcomes, learning perseverance, creativity and well-being (Inovatīvi paņēmieni... , 2009).

According to A. Maslow's theory self-actualization is very important for a man. A. Maslow formulated self-actualization quite freely - as full use of talents, abilities, options etc. I thought of self-actualized person not as person who has something added, but as ordinary person who has nothing taken away. Average person – is a human being with suppressed abilities and gifts (Maslow, 1955; cited by Reņģe, 2002).

Self-actualization - this is a permanent process of developing own potentials. This means to use one's own abilities and operation of the mind to do well what one wants to do. Great talent or wisdom are not the same as self-actualization. Many gifted people are not able to make full use of their abilities. Other, perhaps with an average talent, have done an incredible amount.

Nowadays ICT are developing at such a fast pace that traditional teaching methods are no longer able to motivate enough to acquire knowledge. Using IT it is possible to ensure effective teaching and learning (McNeely, 2005).

Medium is characterized by the possibility to perceive it. Medium used in learning process is a pedagogical tool with a didactic or educational goal (Plaude, 2003). In different science industries as well as on everyday level the concept *medium* has several meanings and is structured in groups according to various criteria:
- *natural media*: language of facial expressions, gestures, symbols, writing;
- *artificial or technical media*: those who accumulate information in memory in the form of an image or symbol.

While technical *media* tend to be divided into:
- *audial media*- phone, radio, CD, tape recorder, MP3 player;
- *visual media*- photography, silent movies, fax, SMS;
- *audiovisual media*: television, video, DVD movie (Rubene, Krūmiņa, Vanaga, 2008).

Media in didactics are used for the purposes of training sessions. They help the teacher to plan lessons, they are a means of self-learning for adult learners. Computer expands the didactic options (Rubene, Krūmiņa, Vanaga, 2008). Nowadays training is impossible without media programs. One of the first multimedia training was in the form of text and presentations. Following the development of technologies various kinds of multimedia trainings were developed:
- training programs of text multimedia,
- training programs of video multimedia,
- presentations,
- animations,
- training programs of graphics multimedia,
- CD encyclopedias,
- games,
- audio training programs.

Z.Rubene, A.Krūmiņa and I.Vanaga mentioned that according to the view of scientist V.Pengerota advantages of contemporary film or video recordings are:
- it can be used in all stages of education,
- it can be used in different study subjects,
- using the video records it is possible to see and understand those processes that otherwise would be difficult to catch on,
- video can also be used for the purpose of education, after-school education and adult further education (Rubene, Krūmiņa, Vanaga, 2008).

Learning videos provide a self-regulating learning. This means that adults independently set their own objectives and plans. Self-regulated learning is a process in which individuals personally activates and keep its own emotions, motivations and actions that are systematically oriented towards personal targets (Briede, 2014

Video attachments can be added in addition to the textbooks or methodological means creating thematically related training tools, thus providing an opportunity to diversify the curriculum learning (Matisāne, 2010).

Multimedia learning postulates that an optimal learning occurs only when verbal and visual material is presented synchronously. It is based on Allan Paiva 8 dual coding theory. Multimedia learning theory is developed by teacher-psychologist Richard E. Meyer. He performed a variety of studies that confirmed the effectiveness of the theory. During the learning process with the help of media, human brain have to code two types of information: visual and audio. It can be assumed that these competing sources of information tend to burden the learners. However psychological studies have shown that verbal information is easier to remember when it is presented together with the visual image (Meyer, 2009, cited by Nigamatzjanova, 2012).

The aim of this study is to explore and justify the need for the use of learning video for adult interests' education, learning the fine handicraft technology from Deco Clay polymer in the flower studio "Madeira Flowerland".

Methodology

The authors' experience in handicraft technologies and their widespread use in practice both in adult further education and various artistic product development, contributed to the choice of the subject of this study. It was found that using a training video with visible step-by-step demonstrations, can provide more effective learning process. After graduating the bachelor's program and acquisition the Japanese Deco Clay Academy instructor certificate in 2013, the author Madara Boldisevica has

created a flower formation studio " Madeira Flowerland ". Studio offers to acquire the flower-making technology. Working with adults with different learning speed and previously acquired knowledge, equally effective demonstration of all the work progress is difficult.

The author M.Boldisevica has developed the training video that will help trainees to observe the working process in close-up view, if necessary, it is possible to watch them several times, stop, watch in slow motion. In this way the understanding and self-learning were facilitated, where everyone can learn at their own preferred time and speed. Training videos are served as an additional method of acquiring the flower-making technology both in the presence and to work independently at home by strengthening the gained knowledge. The materials of learning videos for acquiring handicraft technology from Japan Deco Clay polymer for adult interests' education were developed and tested in practice. The criteria for assessing the use of learning video were set up by both authors (Table 1).

Table 1

Learning videos' criteria of evaluation

(authors' design)

N	Description of the criteria	agree	partly agree	not-agree
1.	Adult learning principles are followed: - increase of lifelong learning (continuing education) availability, which is an important principle in adult education (guaranteed universal access to training); - adult education principle is provided - "learning by doing"; - creative development of adults is provided; - the development of innovative activity in the learning process is encouraged; - a link to an adult's own experience is provided.			
2.	Favoured didactic elements for adult education are provided: - learning in their own home is provided; - acquired different cultural environments (in this case the Japanese cultural elements); -learning does not depend on the participant's age; - a variety of training forms can be used – full time learning, part time learning, self-education or combinations of them (self-regulated learning is ensured); -learning may take place in individual speed, it is not necessary to align with the group working speed.			
3.	Developments of skills: - improving computer skills; - develops the ability to perceive space; - develops the ability to see the contours (boundaries); - develops the ability to see the proportions; - develops the ability to perceive the common image; - develops the skills to shape flower composition according to the Japanese technology; in accordance with the basic principles of making compositions.			
4.	Development of personality takes place: - there are favourable conditions for human self-actualization process, for development of own potentials, self- improvement, personal development; -there are favourable conditions for fulfilment of own interests, the resulting learning, broadening horizons; - success motivates for further development.			

Pedagogical experiment was carried out in Latvia University of Agriculture in Institute of Education and Home Economics and in the flower formation studio "Madeira Flowerland" in Jelgava, interviewing studio participants. 20 respondents aged between 17 and 68 years were involved in the

research. The average age of respondents were 37.7 years. The majority (14 respondents) were living in the city, while the rest (6 respondents) were rural residents. The respondents were from various Latvian cities and rural areas. During the experiment respondents carried out practical work and filled in the questionnaire. It was studied how the use of learning video promotes enhanced learning of the exact flower-making technology, what are the benefits of using video technology in handicraft training, what skills are developed.

Adults are interested in acquisition of various handicraft technologies and use the practical products in their lives. The authors offer the methodology of flower-making from Japan Deco Clay polymer via training videos. To find out what are the benefits of using learning videos for handicraft technology training, developed evaluation criteria are displayed in Table 1.During the experiment the respondents had to participate in workshop, had to make a flower using the offered video material, and had to evaluate according to the criteria of this process filling in the questionnaire and giving the responses: "agree," "partly agree" or "not-agree" (Table 1).

Results and discussion

Nowadays diversity of personalities is a necessity. In constantly changing world innovations enter everyday life becoming one of the main factors of development. Therefore the human creative thinking, imagination, skills, diversity of creative activity becomes development condition of life activity (Brigmane, 2012).

Respondents' assessment of the video material shown in Figure 1 and 2 (Figure1, Figure2). All 20 respondents, after carrying out practical work, admitted that these learning videos are useful for making flowers from Japan Deco Clay polymer. They said that they would willingly use them independently in their home and in their own preferred individual speed, because video shows the successive steps in all activities, allowing to do the work independently.

During the practical workshop it was observed that the participants have a different speed of work and the same tasks are performed over different time periods. 85% of respondents said that the video was very perceptible and understandable, and that it increases the availability of lifelong learning and allows „learning by doing", that means practically carry out the work parallelly watching video. After the experiment during discussions the respondents admitted that suitable technical equipment for video demonstration would have to be available. 80% of respondents agreed that learning does not depend on the participant's age. Part of respondents expressed the view that age could be a barrier to acquire this technology, but the authors believe that each respondent made the practical work according to their abilities. 60% of respondents agreed that learning is an innovative process and it allows the use of various forms of training (70%) (Figure1).
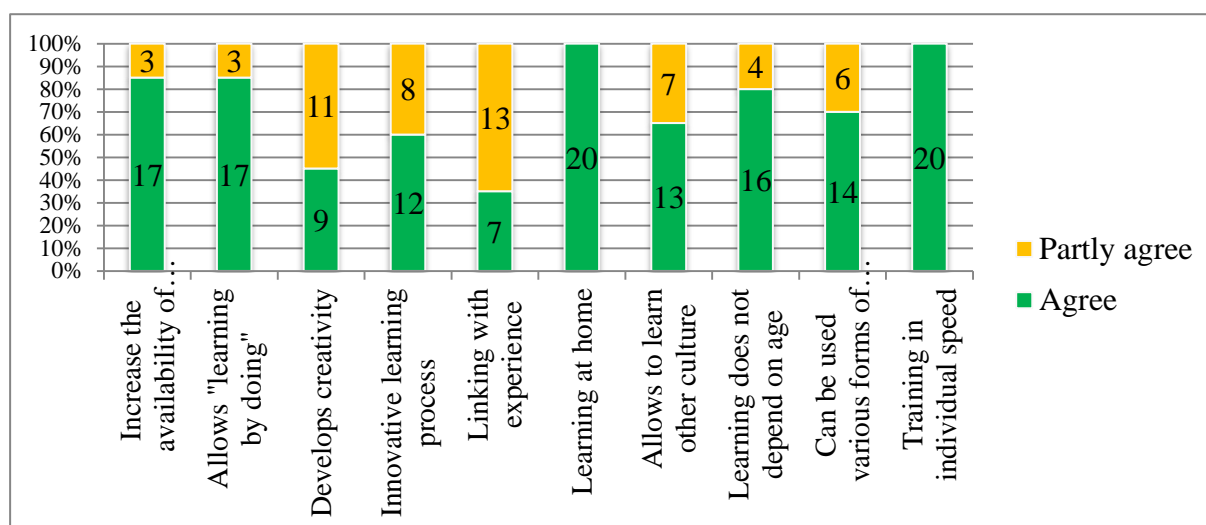

Figure 1. Respondents' opinion about usage of adult learning basic principles and didactic elements in the authors' created learning video on flower development methodology from Japan Deco Clay polymer (number and %).

Training video in flower making courses have not been used so far, and have not previously created a training video for this training program. During discussions respondents positively assessed that each step they can watch, pause, and to repeat it themselves, and only then continue with work. 35% of respondents indicated that the use of learning video provides a link with previous experience. Overall authors conclude that the above mentioned basic principles of adult learning and adult education favored didactic elements are provided using offered training videos.

 90% of respondents said the training video promotes flower shaping according to the technology, 85% agreed it contribute to broadening horizons. Respondents expressed the view that the training videos are a good source of information about different processes. Different skills such as: to perceive the common image (75%), to see the proportions (65%), to perceive space (50%), to see the contours (40%) are developed using a training video (Figure 2).

Only 5% of respondents did not receive the desired result of using learning video, does not develop the skills to perceive space, does not help to see the proportions and contours. Overall the training video also does not help to improve the skills of computer use (70%), because the video is intended only for watching. The authors clarified that the majority of respondents think that particularly complex computing skills are not necessary just for watching such videos, it is enough with average knowledge of the computer. Thus the use of video training could not improve the existing computer skills.
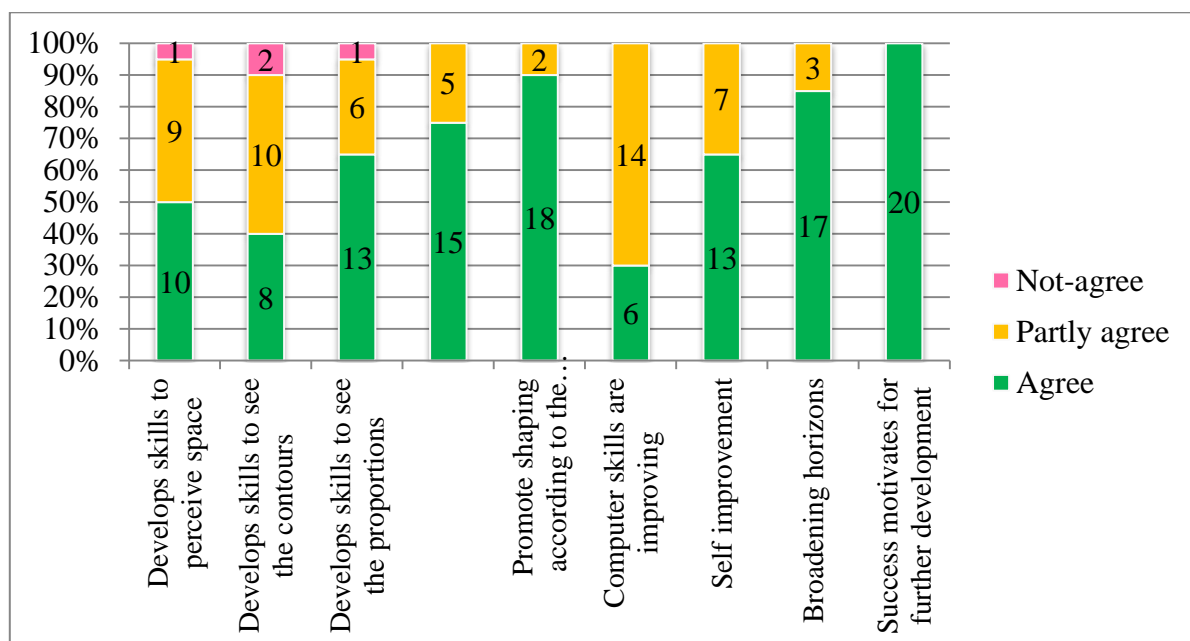

Figure 2. Respondents' views on development opportunities of adult' skills and personality, working with the authors' created learning video on flower development methodology from Japan Deco Clay polymer (number and %).

65% said that during practical work self-improvement occured. All 100% of the participants expressed the view that the success motivates further development and rises the desire to work again and again (Figure 2). All respondents agreed that a good learning outcome motivates further development. After carrying out practical work participants of experiment could pick up residues of polymer material to operate independently at home and all used this possibility. People still wanted to work with this material and already during the lessons rised creative ideas for future works. Overall it could be concluded that the use of learning videos develops the above mentioned skills and personal development is encouraged. When respondents were asked for wich technology acquisition learning videos would be necessary, the most frequently indicated answer was cooking and different handicrafts (knitting, crocheting, beading).

The works developed by participants during the experiment were evaluated on four criteria: the quality of petals, petals' composition in accordance with the technology, the quality of roses flower, the quality of the finished work. Assessment was carried out by the authors' evaluating each criteria by "meets" or "partially meets". Evaluating the practical works, made watching the training video, the authors conclude that the petals' composition conform to the technology and complies with the model in 95% of cases (Figure 3).

Respondents were asked to take one of 3 different optional tasks- to create a brooch, a gift box or a decorative mirror. 12 respondents created a brooch with rose flowers, 4 created decorative mirrors and 4 made a gift box with roses flowers. The most common errors were made in the same petal creation, 55% of the participants had errors (Figure 3). Participants first tried to reproduce the right shaping technique played in the video, however after a moment they moved to the most easiest shaping style, which was incorrect, so the work was inaccurate. Understanding the errors participants more closely focused on the the right shaping technique played in the video. The quality of rose flower was perfectly appropriate for half of the members and for the other half it was only partially adequate (Figure 3). The authors explain that the main troublesome factor might have been adult excitement, fatigue or lack of skills. The authors noticed that most often there was found lack of flower quality, because adults want to accomplish work faster and became superficial.
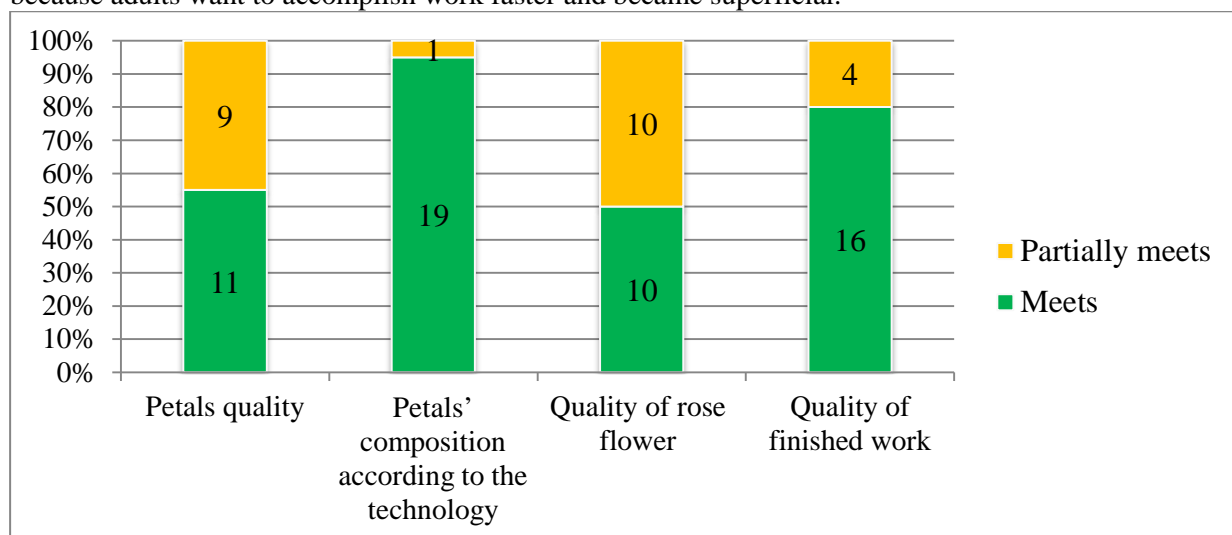

Figure 3. The analysis of practical items (flower compositions created from Japanese Deco Clay polymer) produced by the participants involved in pedagogical experiment using the training video (number and %).

There was observable progress with each further work done creating 3 flowers one after another. The first flower shape was difficult and it took more time, it was necessary to repeat some of the action steps several times. However, creating the third item, adults often already knew the next step in the operation, they were able to assess mistakes made. The authors conclude that overall result of practical work was positive, adults were satisfied with the work accomplished and all workshops were spent in a creative and positive atmosphere.

The positive aspect is the use of ICT adults can access learning materials at any time. Texts, images, video and sound files are easy to access, they can download and use the learning materials using available devices (computer, tablet, mobile phone). This facilitates the learning process and makes it informatively richer and more interesting.

Most of European countries recommend the use of a variety of devices during the learning process - computers, projectors, DVD, video, televisions, cameras, interactive whiteboards, mobile phones, e-book reading applications and virtual learning environment, which have been integrated with a number of ICT infrastructure to create a personalized online learning area (Lūsēna-Lake, Bārdule, 2013) and the authors fully agree.

The new ICT including learning videos provides exciting opportunities to raise the quality of education. Interactive software, open access to digital libraries, video access and new forms of interaction between learners and educators are only some of the ways in which the technology can be integrated into adult education. (Kvalitatīva izglītība nākotnei, 2011). Also the authors fully agree and both are active contributors to the expansion and implementation of adult continuing education.

According to the authors view using the innovative learning videos increases adults' motivation to learn, as well as improves learning outcomes; also knowledge and skill set of the use of computers is helpful. Using a variety of teaching methods teachers' and learners' roles are changing with an emphasis on cooperation. Within implementation processes of these forms of cooperation, adults, teachers and modern technologies play important role, therefore generally providing a successful learning process and activating adult creativity.

Conclusions

- Adult education is personal development process including self-actualization and strengthening of own potentials, improving own ability to do well what one's wants to do.

- To be able to use learning videos, skills of using ICT are increasingly important in acquiring handicraft technologies for the development of personality.

- As a result of pedagogical experiment it can be concluded that the use of established and tested in practice training videos for learning handicraft technology (making flowers from Japan Deco Clay polymer) respects basic principles of adult education (availability of further education, "learning by doing", training is not dependent on age, the link with the own experience), as well as there are provided favorable didactic elements for adult education (learning at home and in individual speed); and individual develops several skills: to see the proportions, to shape the flower composition according to the technologies, to perceive the common image, additionally self-improvement and broadening persons' horizons takes place.

- Usage of training videos creates conditions that supports an individual's autonomy and competence in relation to her/his own experience, encourages creativity, motivation and self-learning, thus improving learning outcomes.

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