

Development of Teaching Case Videos for Pedagogical Upscaling of Novice Instructors

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Abstract: As the private sector of higher education has grown in Malaysia, it is often observed that new and inexperienced teaching staff enter into the academic world without adequate pedagogical training, while some educators learn from trial and error with students, content delivery and classroom management. To help new teaching staff build confidence in handling lectures, including large-size lectures, an efficient training technique is required. This article aimed at obtaining qualitative feedback from relevant stakeholders through in-depth interviews and classroom observations, thereby gaining insights into issues related to conceptualization and the delivery of teaching theories from curriculum to context. The findings provided customized professional development training information for human resources and can be used to develop a series of teaching videos to provide new and inexperienced teaching staff with effective large-scale teaching guidance. The study aims to find how non-pedagogically trained lecturers can respond to the complexities in teaching and learning. This study emphasises the advantages of using case study videos as a pedagogy technique for new teaching staff.

Keywords: Case teaching videos, industry experts, instructors, Learning practice, Curriculum

INTRODUCTION

Case teaching videos are widely implemented in academia, online and offline classrooms (Meseguer-Martinez et al., 2017). In essence, it creates situational teaching. In this situation, the teacher is the designer and the motivation for teaching. Researchers claim that it is different from traditional teaching methods in that lecturers play more of the role of imparting knowledge to encourage students to actively participate in discussions instead of directly transferring knowledge to students (Akhlaghi et al., 2017). In Chinese media communication, instructional videos dominate the development of most media platforms, and many large and

small enterprises have begun to benefit from its flexibility (Yeh et al., 2017). For example, especially during the global pandemic, online teaching once again set off an unprecedented upsurge, which once again motivated educators to conduct in-depth exploration of video teaching (Hashemifardnia et al., 2018). As the number of international students adapting to university rankings continues to increase, private higher education in Malaysia has become more and more market-oriented as a result of which some potential problems arise. Therefore, industry experts are brought into the academic world without proper teaching training. In this situation, they are forced to learn from trial and error with students, content delivery and classroom management, which is not uncommon.

For these novice scholars, this is a challenge because they need to pay attention to teaching elements, which require observation, interpretation and analysis of causality in order to understand what is happening in the classroom.

As the face of higher education continues to change, high-quality teaching has become an important issue. Adapt to more and more private institutions, and the increase in the number of international students has led to intensified international competition. This situation faced by private institutions must be handled with caution, as it is a key criterion in Malaysia Research Assessment (MyRA) and university ranking benchmarks. Further, this inevitably increases the social and geographic diversity of the student body. For this reason, the culture of higher education has become more and more market-oriented, which has caused an external demand for high-quality teaching. Private institutions can attract more students, and these students, in turn, expect value for money in high-quality teaching. This has led private organizations to hire experts in the industry to increase the market value of the organization (Omingo & Mberia, 2019). However, these are content experts from the industry. Who have subject knowledge but have not received education training. Therefore, private institutions now have the responsibility to provide lecturers with the necessary training to equip them with teaching skills; despite the significant budget cuts in Malaysian higher education institutions.

According to the Malaysian Academic Association Assembly (MAAC), due to budget cuts in 2016, nearly 6,000 public university lecturers, including professors, were terminated, or not renewed their contracts, resulting in the total number of public lecturers reaching 29,000 instead of the previous 35,000 (Human Resource Online, 2017). Similarly, among lecturers in private universities, this situation is not uncommon in private universities, large amounts of money are usually invested to train experts from the industry in an attempt to change the profession of higher education.

LITERATURE REVIEW

Numerous advancements have been used in the current education systems. To direct more effective classes; especially during the pandemic, educators are utilizing diverse general media apparatuses to work with the instructing measure, other than course books and the mainstream medium of learning, which can guarantee autonomy cooperation to a specific subject. There is a lot of need of utilizing video materials in the current education system, in order to effectively respond to these questions, researchers believe that emerging teaching methods-video or case teaching can be considered to be integrated into teaching tasks and teacher development (Colliot & Jamet, 2018). Shen et al. (2017), we integrated several studies and found that in law, video case teaching left a deep impression on students by showing different videos. Indeed, compared with traditional teaching methods, case video teaching methods deepen students' understanding and impression of the subject (Shen et al., 2017). It plays real cases through multimedia courseware, and organizes students to learn and discuss the cases in the video; it instructs students how to use legal knowledge to understand, analyze and deal with practical

problems. Kramer et al. (2020) announced a study on the development prospects of biology teachers. The researchers said that the existing teaching model describes the structure of teacher professional knowledge as three main areas, including general teaching psychological knowledge, content knowledge and teaching Content knowledge (Kramer et al., 2020). PK stands for related teaching methods, learning strategies and interdisciplinary concepts. CK refers to the content and understanding of specific topics. PCK is used to determine whether teachers understand students' knowledge acquisition. However, in the teaching process, teachers need to combine all aspects of knowledge. Therefore, the above three aspects are defined as factors that determine the quality of teaching and affect students' learning outcomes. Through further exploration of teaching content and knowledge, on the basis of the following research, teacher's development and practice have had an impact.

In terms of effective learning and interaction, previous studies have founded that the content described based on the case is descended from real life experience or actual events (Christ et al., 2017; Fiorella et al., 2019). One research alleged that by using case videos in educational settings, many students can concentrate more in the classroom. This is because video teaching provides students and teachers with a clear and visible line of sight, which affects their perception of knowledge (Camichael et al., 2018). In line with this, the psychologist Treichler (1967) affirmed the reason for this situation. He claimed that 83% of the information obtained comes from human vision, so this new method improves the sensitivity of students' visual perception and thus helps to better absorb knowledge. Indeed, compared to traditional teaching methods, it captures more attention and interest of students.

All these benefits of using video to create real learning opportunities for students are also supported by Muller et al. (2008). In their observational research, they found that students who watched video conversations involving alternative concepts put in more energy and got higher test scores than students who watched standard speech styles. On the other hand, Gilinsky & Lawson (2016) argued that video case studies produce a lower cognitive burden than written cases. It must be mentioned that written cases are usually designed with large text and background information. Higher cognitive load will cause students to have insufficient understanding of the materials and therefore lose interest in the classroom (van Wermeskerken et al., 2018).

Obviously, instructors are the most critical participants in education reforms, especially those involved in classroom teaching content (Minniti et al., 2017; Wang & Wang, 2011). They believe that the dominant position of effective teaching practice depends to a large extent on how teachers engage in professional development, which in turn will have a positive impact on students' learning experience and achievements, which will trigger the idea of changing teachers' attitudes from behavior. This concept reflects the complexity of teaching in today's world, and this teaching requires observation, interpretation and analysis skills (Roberts, 2001). It is undeniable that students have used printed cases for many years (Akdeniz et al., 2019). In the contemporary society where media technology is popular, online cases explore many extraordinary potential educational opportunities by sharing cases on the Internet. De Beule et al. (2020) have conceded that the growing number of multimedia support cases on the Internet also provides good resources for teacher educators around the world. Because when the network connection allows, the teacher's teaching content can be played directly from the Internet, or downloaded and played from the local hard drive (De Beule et al., 2020). This seems to illustrate the value of media integration. The Internet and hypermedia (including the non-linear integration of video, audio, graphics, and text) do provide a rich environment for case studies, thereby diversifying the daily work and career of educators. In addition, it must be pointed out that on a global scale, the combination of teaching videotape cases and media provides students, service industries and emerging economies with huge business opportunities and profits, and also improves the overall level of competition in cities or countries (Colliot et

al., 2018). What is more convincing is that in the field of research, the use of instructional videos to demonstrate the development process of inventions not only helps researchers to observe the details of creation more accurately, but also accelerates the popularization of products.

Some studies agreed that the case video has been proven to be effective for a long time (Kurnaz & Yanardag, 2018; van Es et al., 2017). Willmot et al. (2012) has provided strong evidence, affirming that there is a positive correlation between students' academic performance, motivation and learning methods, and also found that video presentation is one of the most effective ways to display information.

Therefore, the benefits of video-based instruction have been alleged from a number of quantitative studies, which deduced that combined with social platforms (online meeting rooms, seminars), embedding video into teaching could enhance the overall competitiveness and critical thinking ability for lecturers and learners (Tse et al., 2017). More tellingly, Hu et al. (2017) are exploring qualitative research on standardized teaching and the future development of higher education workers and assert that video case teaching has a significant impact on educators' final assessment and curriculum planning, which means it is similar to teaching Scaffolding in the process (Hu et al., 2017). In other words, the teaching model of this pedagogy lecturer has inspired new ideas. Consistently, another documentary aimed at investigating the number and quality of British universities found that to develop more standardized learning channels, it is necessary to keep up with the pace of reforms (Wiens et al., 2013). Video-based flipped teaching courses strengthen students' motivation, which helps them to achieve success in the end. In addition, it inspires educators to think deeply when the course is completed. Because under such a system, many teachers, especially for teachers who have not been trained properly, are naturally endowed with more skills, which promotes their vigorous development. Taken together, these findings indicate that existing and emerging universities need to adapt and adopt more creative learning structures and systems.

For the professional development of instructors, researchers have affirmed that, the best way to be more entrepreneurial is to use the learning-by-doing method (Biku et al., 2018; Kozinsky, 2017). In other words, the interest in an experiential economy in education refers to changing the teaching outline of the past, integrating more experiential interaction into teaching, and providing students and teachers with more special emotional experiences (Kozinsky, 2017). Millennial-based students have grown up with portable communication devices and are well equipped, and require their lecturers to switch from classroom-centric lectures to virtual, web-based or at least hybrid-based teaching tools.

Specifically, students' learning habits are affected by multimedia, and they are still waiting to embed digital technology in their education process (Akdeniz et al., 2019; Ditlev-Simonsen, 2017). Most students reported that they prefer to learn through practice and observation rather than just reading and/or listening (Shatto & Erwin, 2016). An even more exciting finding is that 13% of educators started to engage in their own education enterprises. This entrepreneurial spirit is considered to be the driving force for changing university courses because they are very interested in designing their own higher education courses. This is also one of the results expected to be seen in this research.

Although it has brought a series of economic and business opportunities, it has also helped many young people increase their income (Khodjamkulov, 2018). In the education industry, a fact that cannot be ignored is that from elementary school to higher education, it seems difficult for teachers to teach without the assistance of video. However, these few issues may need to be critically considered. In terms of learning, when students enjoy a diverse and visualized classroom, the degree of absorption of knowledge may not be guaranteed, such as research presentation. Additionally, for the development of teachers, these new teaching methods not only bring more convenience to teachers, but also seem to bring more pressure. Considerably

evidence from lecturers that the current teaching methods make the implementation of educational work more skillful (Hu et al., 2017). In other words, they need to learn more additional skills. How to effectively use these attractive teaching tools, the more important issue is that compared with traditional teaching methods, case teaching, online teaching, these seemingly idealized teaching seems to ignore the importance of large-scale teaching (Setyawan, 2019). More precisely, integrating these approaches into a large-scale syllabus may be a common problem facing global education.

In light of the research problem, this study is framed to elicit qualitative feedback from relevant stakeholders through means of in-depth interviews and classroom observation to gain insights on issues relevant to conceptualization and delivery of pedagogical theories from curriculum to context. These findings would serve as a platform to design and develop a series of instructional videos that depict classroom issues faced by both students and instructors in daily contexts of teaching and learning. The following research questions were guidelines for the current study.

1. How can non-pedagogical trained instructors respond to complexities of teaching and learning to achieve the intended learning outcomes?
2. What challenges are faced by non-pedagogical trained instructors in relating curriculum to context?
3. What are students' expectations of good teaching practices in tertiary institutions in Malaysia?
4. How can videos be used to enhance conceptualization and delivery of pedagogical theories from curriculum to context?

This study aimed to explore the perception and attitude of students and teaching staff in good teaching practices and the use of teaching videos. Secondary objective includes the design of instructional videos.

METHODOLOGY

This qualitative study consists of two distinct but continuous phases. The first phase of the research aims to explore the experiences of relevant stakeholders (professors in education, lecturers and students without educational training) in the process of constructing effective teaching. Based on the data obtained from in-depth face-to-face interviews and classroom observations, the research results highlight the good teaching practices, problems and challenges faced by industry experts in the sudden transition to academia. In the second phase of the research, these findings were dramatized into a series of videos, highlighting teaching cases of typical and atypical problems faced by direct stakeholders in the teaching and learning process. These 5–10-minute video clips allow novice teachers to reflect on their teaching practices and try new methods in their own specific environment.

This study will employ a naturalistic, qualitative research design to achieve the intended objectives of the research. This measure allows the researcher to explore multiple phenomena of issues and challenges faced by non-pedagogically trained instructors in higher education; among others, managing disruptive students, bridging content and real-world context that students can relate to. These qualitative findings also allow the researcher to consolidate best teaching practices which will be further illustrated into a series of instructional videos. These instructional videos serve as anchors for novice, non-pedagogically trained instructors to improve their teaching practices.

Phase 1: Data Collection

The first stage commences with data collection which involves face-to-face in-depth interviews with relevant stakeholders aiming to elicit their experiences pertaining their commonly faced pedagogical and classroom issues. Data collection continues with selected classroom observations to validate their responses, as well as to corroborate their feedback with real-life classroom context. Qualitative data obtained will be analysed to produce themes of best teaching practices, challenges and issues faced by non-pedagogically trained instructors in private universities.

Phase 2: Design and Development of Series of Instructional Videos

Following analysis of qualitative data obtained from Phase 1, this phase looks into designing and developing series of instructional videos that depict themes of best teaching practices, challenges and issues that non-pedagogically trained instructors can refer as a guideline to improve their classroom teaching and learning process. Each video in this series will focus on specific aspects of classroom teaching for a duration ranging from 5 to 10 minutes. Brief teaching notes will complement each video which serves as a guide on how to effectively benefit from the video.

Sample size and participants

This research will employ purposeful sampling for the selection of participants in attempt to obtain information rich cases for the most effective use of limited resources (Patton, 2002).

Stakeholder 1: “Professors”

Based on the maximum variation sampling technique, a total of seven pedagogically trained professors will be deliberately identified to participate as experts in the face-to-face in-depth interviews. These professors will be selected across various disciplines of study and universities (public and private universities). Findings of these face-to-face in-depth interviews with these professors will highlight best practices as well as commonly faced pedagogical issues by both trained and non-trained instructors. These findings would also shed light on how best to mitigate, if not circumvent, these classroom concerns. The following criteria were deemed necessary in the selection of these professors:

1. A minimum 15 years of teaching experience in tertiary education
2. They must have obtained pedagogical qualification matching MQF level 7
3. Their willingness to participate in the study and their consent to be interviewed to facilitate data saturation

Stakeholder 2: Pedagogically untrained instructors

A total of 15 pedagogically untrained instructors from various disciplines of study will be chosen for face-to-face in-depth interviews aiming to highlight challenges and issues faced by them in dealing with students in the classroom. These instructors will also be taken from other private universities - in attempt to increase validity of the videos and to make the videos more relevant to the general educational community in higher education institutions.

The following criteria were deemed necessary in the selection of these instructors:

1. Must be a confirmed academic staff of the respective institution
2. A minimum of 5 years of teaching experience in tertiary education
3. They are not pedagogically trained e.g., no Tertiary teacher training qualification, education bridging qualification or its equivalent

4. Their willingness to participate in the study and their consent to be interviewed to facilitate data saturation

Stakeholder 3: Foundation and Undergraduate Students

A total of 25 foundation and undergraduate students were subjected for face-to-face in-depth interviews with aim to share their positive and negative learning experiences, and appreciation of good learning experiences that they can relate to. The following criteria were deemed necessary in the selection of these instructors:

1. Active foundation or undergraduate student currently enrolled in the respective institution.
2. Willingness to participate in the study

Validity

In the context of this study, the data analysis was carried out by transcribing the interview scripts and field notes. The emerging data was coded according to the themes. This is a typical process of working with qualitative data referred to as “interpreting” (Silverman, 1993), “transforming” (Wolcott, 1994) and “making sense of data” (Hammersley & Atkinson, 1995). The data analysis process also involves measures of ensuring credibility (internal validity), transferability (external validity) and dependability (reliability):

Credibility (internal validity)

Member checks may involve sharing of the findings with the participants and allowing them to critically analyze the findings and comment on them (Creswell, 2007). The credibility of the emerging data was checked by sharing the data with the participants to check their responses and the interpretations assigned by the researcher. Thus, it served as a point for triangulating the data.

Transferability (external validity)

This was made certain by describing the context in detail which will allow the readers to respond to the text with their own understanding of it. The researchers ensure that the participants make sense of the categories developed and whether the overall account is realistic and accurate as exactly represented by them. In this way, the data is triangulated and ensured of validity.

Dependability (reliability)

Tentative interpretations were shown to the peers for member-checking (Creswell, 2018) to check and ensure triangulation. This measure allows the researchers to establish point of reliability for the analyzed qualitative data.

FINDINGS

This section summarizes the results regarding the research questions. First, the results of interviews with education professors (educated and trained) provide information about characteristics and measures to promote student participation most effectively in the teaching process. These findings will help to enhance the role of lecturers in effective delivery. Second, the results of interviews with untrained lecturers highlighted the challenges in becoming teaching staff. Identifying these key challenges and issues will allow people to focus on how best to train new teachers. In addition, the results of the student interviews provide stakeholders with information about students’ expectations of the factors that make up a positive learning

environment. This will undoubtedly ensure that the institution can use the funds of the faculty training and professional development, resources and manpower committees. Finally, based on the analysis of interviews and classroom observations, a rich integration of teaching cases, which will be explained in a series of teaching videos. The instructional video will carry out related copyright exercises and potential commercialization.

Guided Reflective practice for Novice instructors

Non-pedagogical trained instructors face a great deal of challenge with the complexity of teaching to achieve expected learning outcomes. The communication with the students and the dynamics of classroom teaching are the most common problems reported by the teachers. The students from varying backgrounds pose another challenge to these novice teachers. As one lecturer posits, "The challenge for us new lecturers is to learn to keep up with the dynamics of the classroom and also to address the diverse group of learners in my classroom". Hence the case study videos will help to guide us and these can be used to reflect on our daily practices with reference to classroom teaching. While the novice lecturers viewed it as a guide the experienced professors on the other hand opines that these videos can be useful repositories for future use. They can be a collection of such videos with interdisciplinary approach that can then be utilized for various disciplines. According to one Professor, 'A Mathematics or a Science class would be different from that of an English class, hence such case study videos of various disciplines would be of help for the lecturers of that discipline. The novice lecturers are of the opinion that learning in a classroom about 'how to teach' is actually different from 'teaching' and hence these videos capture the real nuances of the classroom it is very beneficial to the lecturer. One novice lecturer notes, 'I am from the industry with no experience in teaching hence the case study videos would be highly beneficial on how experienced lecturers conduct classes. Tripp and Rich (2012) reported on the "increase in research studies focused on the benefits of using video to reflect on teaching" (p. 728). The reason for the interest in video analysis research is the realization that this technique promotes teacher self-reflection, an essential element for teacher excellence (Tripp & Rich, 2012)

Other findings that have investigated the lessons learned by the experience of the pandemic and the implications to higher education pedagogy have indicated specific points of interest regarding the communication between teachers and students; where various opinions have differed, from personal preferences on how each student learns (Karalis & Raikou, 2020).

A study solicited the opinions of 16 higher education lecturers and showed that 12 of them had not received teaching training, which caused some problems (Biku et al., 2018). Most of the teachers have adopted their own teaching methods, which means that there is no universal system to transfer course content, no plans and clear subject objectives. Therefore, in order to solve the complexity of these problems, a large number of studies have shown that online learning will be an appropriate evaluation mechanism, which will standardize the complete curriculum into sub-procedures and specific steps. Makhmudov et al. (2020) claimed that digital literacy can help lecturers and students in higher education, which means that from now on, lecturers should work together in a new direction of teaching. It is worth noting that when educators start to think about it, they feel more motivated because of the support of technology. In other words, understanding how technology really affects student learning in a positive way is the teaching principle of lecturers (Makhmudov et al., 2020). Many instructors without the pedagogical training viewed teaching new concepts and theories as challenging. They had no idea on explaining the new concepts and has expressed difficulty in relating it to the students. Majority of the lecturers with no pedagogical training did not have a proper structure to the lesson such as induction, objectives, and learning activities. Some of them opined that set induction is a new terminology to them. The decision making and communicating professionally was impacting their professional practice. These factors are considered crucial

for effective dialogue with students. Instructors with no pedagogical training also were not familiar with good assessment practices. Many terminologies were new to them and they did not know the proper practices of assessing the students. They also struggled to deal with students from diverse perspectives and had trouble with differentiated instruction. The concept of different instruction was something they were alien to that caused a communication breakdown. Some of the lecturers interviewed are well aware of the need to be pedagogically trained and showed keen interest to register for such courses. High quality teaching entails lecturers to have sound pedagogical knowledge. There is a growing interest in researching the effects and effectiveness of higher education pedagogical training (Odalen et al., 2018). Successful professional development programs are collaborative, reflective and of long duration. Instead of being isolated workshops, the programmes are tightly integrated into everyday teaching practice (Teras, 2016).

Challenges faced by the non-pedagogically trained lecturers

In terms of curriculum design and teaching, teachers who have not been educated and trained report that they expect more new things to be incorporated into the basic curriculum to help open up new educational methods (Seemann, 2019). One fact is that the upward space of the past education mechanism is basically fixed, which means that the upward space of traditional education methods is very low and even brings negative effects (Chow et al., 2018). As this research belongs to, the diversity of teaching faced by teachers has hindered them in bridging the curriculum. The possible solution to this problem may only be to reorganize the teaching structure, that is, to replace the teaching model that is passed down by word of mouth. Indeed, many experts and lecturers admit that they have benefited from social media. Social media is an intermediary between institutions and students (Bulow, 2019). It can be determined that it is an implementation plan that needs to be revealed in higher education institutions. The non-pedagogically trained instructors had difficulty in sharing expertise and decision-making in relating the lesson delivery to the context of teaching and learning. The lesson delivery wasn't impactful for the lack of broadening perspectives. The lecturers lacked the skills in promoting reflective activities and critical thinking skills due lack of pedagogical knowledge. The lecturers struggled using learning-centered approach and teaching methodologies to the different levels of students in the same class.

The case study videos could be useful as supplemental materials and do not necessarily captures the actual interactions in the classroom. Although the teaching videos will improve their teaching abilities, the inexperienced lecturers highlighted that they can never be ready enough for "unexpected occurrences" in the classroom. They acknowledged the advantages of the films but also emphasised the uniqueness of each classroom and its students, leading them to express opinions about the extent to which these videos might solve all the issues faced by inexperienced instructors. Case study videos are potentially useful to supplement as a training method for new and inexperienced lecturers.

Lecturer's as Self-Reflective Practitioners

In terms of students' expectation of good teaching practices most of the novice lecturers as well as the Professors opined that student had very high expectations in terms of their teaching and learning. The lecturers were expected to positively impact on their learning experiences. The content, classroom management as well as the quality of the classroom interactions were some of the expectations mentioned by the participants of this research. After surveying 279 undergraduates, Almarghani and Mijatovic (2017) concluded that the availability and active use of university ICT resources, the reputation of the university, and the positive influence of teachers on students are the most effective predictors of student participation in universities. The role of teachers and their ability to use active learning techniques are believed to have a

great influence on promoting student participation (Almarghani & Mijatovic, 2017). Nevertheless, the lack of participation of students in higher education institutions is quite common in popular developing countries such as China and Malaysia (Li et al., 2018). Consistent research mentions that it may be difficult to develop good learning habits solely relying on the guidance content of the syllabus and traditional classrooms, instead of media-based standardized teaching (Murtonen et al., 2017). As expected from the research results, video teaching and case studies have had a positive impact on students' learning habits. Whether it is a teacher or a student, the educational prospects have become more modern and feasible.

Nasser & Fadia (2016), have examined what would good teaching be through the student's lens, and they have discovered interesting results where they have shown that out of five dimensions (1. Goals should be achieved, 2. Long-term student development, 3. Teaching methods, 4. Relations with students, 5. Assessment qualities); students have viewed assessment to be the most important dimension, whereas this dimension included grading tasks, providing them with useful feedback that they can do better in addition to, exercises and examinations test learner's capabilities beyond the knowledge of the materials, such as analytical skills, application and reasoning.

How can videos be used to highlight conceptualization and delivery of pedagogical theories from curriculum to context?

Use of Authentic Context

Complex course content, maintaining visibility and eye contacts of the instructor in the teaching videos are important for more effectively delivery (Fiorella et al., 2019). On the other hand, scholars opine that online teaching technology can enable students to gain a comprehensive understanding. Moreover, it enables them to emphasize concepts and intangible terminology, thereby giving students a clearer layout. Nevertheless, these methods provide an intellectual structure and scaffolding for theory in teaching. In other words, this may also be an alternative method of training educators. For non-pedagogical trained instructor, offline training is actually not suitable for the work nature of most contemporary teachers, because their time is usually occupied by teaching tasks. However, if these teachers want to highlight new and innovative teaching theories, there must be a more suitable method to support their ambitions.

Although it would assume that students and educators prefer online classes due to ease of accessibility, another research found that students and educators reported online teaching and learning as challenging and there is a need to adapt to the 'normal' new (Mishra, Gupta, & Shree, 2020). Nambiar (2020) have conducted a study with a sample of 70 educators and 407 students, and the results have proven that face-to-face classes are perceived more positively in terms of interaction, satisfaction and overall learning experience. Whereas online classes were reported to be more time saving, but still way less effective and structured.

CONCLUSION

Video case teaching has been used by many researchers and educators in their work and fields. Obviously, the teaching results confirm that the case teaching method can indeed produce a mutually beneficial effect in teaching. Specifically, this method allows teachers and students to discuss together for teaching. Teachers can not only discover their own weaknesses, but also learn a lot of perceptual materials from students. Through the vivid, specific, intuitive and easy-to-learn teaching mode, the students' learning enthusiasm has been mobilized to a large extent.

As part of the research, the biggest feature of case teaching is its authenticity. This is because the teaching content is based on concrete examples and uses vivid, intuitive and vivid forms. It gives people an immersive feeling, easy to learn and understand. Having said that, the challenges it brings (such as how to embed it in standardized training as this article addresses) are still important topics to be discussed in depth. There is no doubt that it takes at least two to three months to research and write representative cases. More importantly, writing effective cases requires skill and experience. Therefore, scholars found that the case may not suit the needs of the actual situation. This may be the main reason hindering the promotion and popularization of case law.

Video case teaching has practical value for teacher training and innovation. Especially in the pre-service stage of teacher training, it can help pre-service teachers build their teaching practice knowledge.

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