

An Investigation into the Effect of Video-Based Instructional Package and Teaching Skills of Social Studies Preservice Teachers in Southwestern Nigeria

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ABSTRACT

The integration of technology in education, particularly through the use of video-based instruction, has shown potential in enhancing teaching effectiveness and student engagement. The study examined the an investigation into the effect of video-based instructional packages created by users (UG) and teachers (IG) on teaching skills (TS) of social studies preservice teachers in southwestern Nigeria. The moderating effects of gender have also been examined. The study adopted a quasi-experimental design of a pre- and post-test control group using three federal colleges of education institutions (CoEs) in southwest Nigeria. The population was the preservice teacher of the educational college, and the sample consisted of second-year social study students (100 men, 129 women) of the college who were randomly assigned to the experimental group (IG-75; UG-62, and control group-92). The instrument used was preservice teachers' teacher training tests ($r=0.81$). The data were analyzed using Covariance Analysis and Duncan post-hoc tests at 0.05 significance level. The results show that treatment has a major impact on the teaching skill of preservice teachers ($F(2, 216) = 1488.71$; partial $\eta^2 = 93$). IG showed the highest teaching average score (182.40), followed by UG (150.81) and control (56.91) groups. There was no significant gender effect on the teaching ability of preservice teachers and no significant interaction effect on the teaching ability of treatment and gender. Video packages generated by users and instructors improve the teaching skills of preservice teachers. Therefore, these two proposals should be adopted to prepare preservice teachers to improve their teaching skill. It is also recommended that teacher training institutions encourage the development and use of teacher-generated videos to facilitate the teachers' teaching skills, while preservice teachers are also encouraged to adopt and use user-generated videos in classrooms.

Keywords: video-based instruction, students, videos in classrooms

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Introduction

Teachers are an important element of education provision. They plan classes and manage classroom time, materials and students when teaching. In the past decade, the role of teachers has changed from traditional dissemination of information to mentoring and teaching (Bedford, 2013). In this role, teachers help students provide information sources and guide them in analyzing, interpreting and reporting results. The teacher is not the "sage on the stage", but the facilitator of learning (the ultimate teacher and communication speaker). However, the importance of teachers in shaping learning processes should not be underestimated, as teachers are facilitators and evaluators of learning/learning processes. Children usually need adult support to find the means and confidence to create and test ideas (Twenge, 2014). This requires the development of appropriate delivery skills. In order to become a teacher in Nigeria, the individual is trained by a professional teacher. These persons, otherwise known as preservice teachers, can be trained in a university or college. Since the delivery of instruction content is a direct product of good teaching skill, the development of teaching skill of preservice teachers usually occurs during training through micro-learning, methodology courses and teaching practices.

Training in this regard is essentially aimed at equipping students-teachers with the specific knowledge and skills they need to achieve maximum performance in classrooms. According to the National Commission for Education Colleges (NCE), micro teaching is an aspect of the pre-service teacher training programme, aimed at teaching specific skills (knowledge, lesson planning and teaching skills) to small groups of students in a short period (10-15 minutes). The teaching is followed by a session of critique of the performance by the 'students' who are normally peers. The critique session provides feedback opportunity for the preservice teacher. In preservice teacher curriculum of Nigerian Colleges of Education, frequent use of demonstration teaching is highly recommended for lecturers.

All preservice teachers are exposed to teaching practice while on training, where they will be expected to manage available space, materials, and/or equipment, and also create a positive learning environment that will promote learning. Of great relevance is also the management of learner-behaviour as well as maximising the amount of time available for instruction (Spies, et al., 2015; Sibanda, 2021). The teachers are expected to present the learning objectives clearly to students and accurately deliver the subject content using appropriate strategies and teaching materials. They are also expected to adjust the lesson content to address students' needs, that is, connecting the new content to what has been previously learnt by the student and relating it to relevant real-life examples or current events. While the class is going on, they are expected to conduct regular and meaningful checks for understanding the concept in order to ensure that the students are making progress in the lesson objectives. This will provide specific and timely feedback to meet the unique needs of the students (Crisp and Bonk, 2018; Paterson et al., 2020). Teaching skill are grounded in teachers' displaying competence and ability at teaching at any educational level (Stronge, 2018). As noted by You (2017), they involve discrete and coherent activities by the teachers to foster pupils' learning which include three important elements such as knowledge, decision-making and action. Knowledge has to do with the teacher's knowledge about the subject, pupils, curriculum, teaching methods and knowledge about one's teaching skill. Decision-making comprises the thinking and decision-making that occurs before, during and after a lesson, concerning how best to achieve the instructional outcomes intended. Action comprises the overt behaviour undertaken by the teachers to foster pupil-learning. Teaching skill enable each preservice teacher to match course content with their strategy (Scherff and Spector, 2011). These skills are expected to have been developed and mastered by preservice teachers while in training, especially through teaching practice.

Assisting preservice teachers to acquire adequate teaching skill is not the only focus of training, it is also compulsory that preservice teachers are given instructions on the various strategies they could adopt on the field. Observations show that this is presently being done mainly through the lecture method. This has even been corroborated by Sakala (2013) who asserts that the lecture method was relied on more by lecturers in universities and colleges as well as teachers in secondary schools. According Lijadu (2014), lecture method is not learner-oriented in activities; pupils are passive listeners and receivers of information which may lead to boredom and loss of interest. It was further re-iterated that lecture method could be boring and frustrating. Also, Ibrahim (2015) emphasised that this traditional method enjoys wider acceptance among teachers. This may be attributed to the ease of implementation of the method and large classes in most social studies departments in the colleges of education. However, given the demerit of lecture method in teaching preservice teachers on how to implement the aforementioned strategies, there is a need to seek a solution and a viable alternative.

Instructional strategy, also at times known as teaching strategy, has been defined by Vijayalakshmi (2004) as something a teacher arranges in order to establish interaction among the teacher, the student and the subject matter, or any combination of the three. Various strategies have been identified as useful for classroom instruction especially for social studies. These include Direct Instruction, Conventional or Traditional Method, Video Instruction, Cooperative Learning Strategy, Role-Play Strategy and Moral Dilemma Strategy. Others include Field Trip/Educational Trips Strategy, Service-Learning Strategy, Value Analysis Strategy, Value Clarification Strategy and Action Learning Strategy (Gbadamosi, 2012; Wen et al., 2018). Most of these strategies have been tested for their effectiveness, individually or against other strategies. Literature indicates that some strategies are more effective than others, although there is no single instructional strategy considered best for all students and all subject matters (Akdeniz, 2016). Thus, the onus is on the teacher to select the best strategy for the particular student population being handled and more importantly, the objectives of the stated topics. In consideration of this fact, the strategies found more effective in teaching the selected social studies concepts involved in this study are Action Learning strategy, Service Learning strategy, Field trip strategy, Role-play strategy and Moral Dilemma strategy for the teaching of Social Studies concepts (Ogunbiyi, 2010, Gbadamosi, 2012; Figona et al., 2016; Kwarteng, 2022). The five strategies have therefore been selected as the focus of this study due to their effectiveness in teaching the selected concepts in this study.

Service Learning which is the first strategy is a teaching and learning strategy that connects meaningful community service experiences with academic learning, personal growth and civic responsibility. Students are involved in short or long-term projects which provide many situations in which to learn and apply skills. This strategy is useful in teaching topics like hunger and poverty as well as environmental hazards (Kaye, 2013; Wlodkowski & Ginsber, 2017). Field trip is the second among the identified strategies. Field trip strategy is one that is used in the teaching and learning of environmental educational concepts outside the typical classroom. It involves taking pupils out of the school to places within the geographical environment where pupils will have first-hand contact with some environmental problems (Gbadamosi, 2012; Figona et al., 2016). Taking pupils to parks, school camps, nature centres, and other outdoor settings provide important contributions to the learning

process. Field trips comprise three important stages vis pre-trip, the trip and post-trip stages. The strategy has been identified as useful in teaching topics like culture, technology and society, personal and family history, power, authority, and governance, global connections as well as people, places, and environments.

Action Learning Strategy is another identified strategy for teaching Social Studies. Action Learning Strategy is a teaching and learning strategy that is based on the perspective that valuing includes a process of implementation as well as development. That is, it is important to move beyond thinking and feeling to acting. Literature has revealed that students must do more than just to listen in the classroom setting. They must read, write, discuss, or be engaged in solving problems. Most importantly, they must be actively involved (Allen, 2005 Wilhelm, 2016; Bean and Melzer, 2021). Students must engage in such higher order thinking tasks such as analysis and evaluation.

The fourth identified strategy is Role-play. Role-play strategy, developed by Moreno (1920), is a teaching learning strategy in which students are given specific roles to act. It is a pupil-centered activity and could be structured in dramatisation. It is described as an activity game in which players try to act in the nature, manner, behaviour, attitude, responsibility, authority of a post or persons in a given situation (Adelekan, 2009; Lokoyi, 2016). This is based on the view that students learn more when they are involved and are enjoying themselves. Role-play strategy is useful for developing attitudes towards social issues and modifying the behaviour of learners. Moreover, while role-play strategy has been found useful in developing empathy and multiple perspective-reasoning as well as environmental issues. it is also desirable for the teaching of political education concepts and other related subjects in social studies.

The last identified strategy is Moral Dilemma strategy. Moral Dilemma strategy involves guiding the student to examine their likes and dislikes, choices and preferences on a given controversial issue with a view to assisting them to take rational decisions now or in the nearest future. The strategy was based on Kohlbergian theory of moral development which asserts that an individual's thinking about matters relating to morality also changes or matures through an invariant sequence like Piaget's stages of intellectual development. The moral dilemma strategy has four main steps necessary for a good discussion of a moral dilemma. These include confronting a moral dilemma, stating a position on the original or an alternative moral dilemma, testing the reasoning for a position on a moral dilemma and reflecting on a reason for a position (Adelekan, 2009; Maclagan, 2015; Ng et al., 2023). The strategy has also been found useful in teaching topics related to character development and societal values (Huitt, 2004; Teachwithclass.com, 2013). Having examined these strategies, one of the ways to ensure that preservice teachers are properly introduced to the repertoire of instructional strategies is through the integration of technology, specifically developing videos that can introduce these strategies.

The advent of digital technology has revolutionized educational practices, providing innovative tools and methods to enhance teaching and learning. Among these innovations, video-based instructional packages have emerged as powerful resources for teacher education. These packages offer a visual and auditory learning experience that can complement traditional teaching methods, providing preservice teachers with practical examples of effective instructional strategies. A video has been identified as an effective technology in the preparation and training of teachers to ensure superior teacher quality. Video technology in instruction involves the use of videotape or digital video or interactive video. Whichever is adopted, the technology of video allows for multiple viewings, and could be used to provide a common framework for discussion (Kent, 2007 and Koc, 2011; Van et al., 2014). According to EdTech.TeacherInc (2013), using video in teacher-preparation could be as simple as recording a student's oral presentation for future review just as students could be made to record themselves while speaking. Video case studies constitute another important use of video in teacher-preparation. Video case studies allows for actual observations of mentor-teachers by preservice candidates (Kent, 2007). As noted by Koh (2015), the competence of preservice and in-service teachers in the use of video and technology skills can be improved by integrating technology into teacher-education.

There are various ways through which videos can be generated for classroom instruction. For example, while the instructor can generate videos to be used in instructing students on one hand, learners can also generate their own videos on the other hand (Narayan, 2011; Adedapo, 2012 and Greaves, 2013; Orus et al., 2016; Florella et al., 2020). This study employed teacher/instructor developed video instructional package and user-generated video package. Some previous studies have established the usefulness of teacher-made model videos in preservice teacher-training by Koc 2011; Baechera et al., 2013; Vondrova 2021) while other studies have also pointed to the effectiveness of student-filmed videos in preservice teacher-preparation, otherwise referred to as user-generated video in this study by Seidela et al., 2011; Alaniz and Baldwin, 2013; Jones, 2021).

The content of instruction in this study is social studies and instructional strategies. As noted by the National Social Studies Council (1988), social sciences include history, economics, geography, political sciences, sociology, anthropology, archaeology, and psychology, each with content from other disciplines. Hickey (2010) points out that family, culture and community are all connected in the teaching and learning of social studies. Consequently, the content of social studies is organized on topics such as culture, time, continuity and change, people, places and environments, individual development and identity, individuals, groups and institutions, power, authority and governance, production, distribution and consumption, science, technology and society, global connections and civic ideals and practices. Social studies can help students develop skills in problem solving and decision-making. They can also be equipped with the skills to evaluate issues and make careful value judgments. It is also expected that these skills and understandings will lead to responsible citizenship of these students, from their playgroups to schools, communities and the world in general. The main objective of the teaching of social studies is, of course, the development of the knowledge, skills, and attitudes required for students to be responsible participants in society. This also requires a systematically developed training programme that is not only well planned but effectively delivered.

Gender is an important variable in this study. It is a permanent characteristic of individuals, whose identity, expression, presentation, relationship, social role and structure, among others, are linked (Makama, 2013; Smaldino, 2019). As the United Nations (2008) has pointed out, gender refers to the social attributes and opportunities associated with being a man or a woman, the relationship between women and men, the relationship between girls and boys, and the relationship between women and men. Gender determines what women and men expect, permit, and value in a particular context. In most societies, there are differences and inequalities between women and men in the assignment of responsibilities, activities, access to and control of resources and decisions. Although various studies such as Akinsola 2002, Ademir and Ajibade (2011), Omosun (2011), Apata (2011), Dania (2014), Agbaje and Alake (2014), Akhtar and Alam (2016) and Nnamani and Oyibe (2016) have produced contradictory results on gender's impact on academic achievement and retention in various subjects, gender is one of the universal dimensions based on differences.

Statement of the Problem

Teaching skill remain an important factor in effective teaching. It is important to establish that the teaching skill to teach Social Studies must be acquired and consistently enhanced. Social Studies is a subject with learning outcomes, not limited to cognitive domain but also emphasises behavioural changes in the learner. While in training, preservice Social Studies teachers at the Colleges of Education are exposed to courses that are meant to improve their teaching skill; in most cases, this exposure is through the lecture strategy. It is important to note that most of the curriculum of social studies which the preservice teacher will later implement, recommends the utilisation of various instructional strategies that are appropriate to the different topics. Since they are always exposed to lecture strategy, the resultant effect is a seemingly inadequate mastery of other instructional strategies and the inability to adopt them for instruction in the class. The evidence to support this abounds in literature. Educational technology has however provided solutions to this. Through the use of videos (instructor-generated as well as user-generated), it is possible to train teachers on the use of various instructional techniques as well as strategies for teaching. This study therefore investigate the impact of user-generated (UGVI) and instructor-generated video-based (IGVI) instructional packages on the teaching skill (TS) of Social Studies preservice teachers in southwestern Nigeria. The moderating effect of gender was also examined.

Objectives

The objectives of this study are to:

1. Examine the impact of video presentations on the teaching abilities of teachers.
2. Determine the difference between the modes of video presentation of instructional strategies and the teacher's teaching skill before discharge.
3. Determine the impact of gender interaction and the video presentation of instructional strategies on the teaching skills of preservice teachers.

Research questions

The research is expected to provide answers to the following questions:

1. What is the impact of the video presentation of education strategies on the teaching skill of preservice teachers?
2. What is the difference between the video presentation methods of instructional strategies and the teaching skill of pre-professional teachers?
3. What is the impact of the interaction between gender and the video presentation of teaching strategies on the teaching skill of preservice teachers?

Hypotheses of this study,

The following null hypothesis was tested at a significance level of 0.05:

4. H01: Treatment did not have a major effect on the teaching skill of preservice teachers.
5. H02. There is no significant main gender effect on the teaching abilities of preservice teachers.
6. H03. There is no significant effect of treatment and gender on the teaching ability of pre-education teachers.

Methodology

The study adopted the pre-test, post-test and control group quasi-experimental design, with the treatment at three levels and preservice teachers' gender at two levels. The study adopted one main independent variable (Instructional strategy) which was manipulated at three levels: instructor-generated video mode, user-generated video mode and the conventional instruction mode. Gender served as the moderator variable and was examined at two levels of male and female while the dependent variable in the study is the preservice teachers' teaching skill.

The population of this study comprised Social Studies preservice teachers in three Federal Colleges of Education in Southwestern States, where Social Studies is offered as a course of study; these colleges include Adeyemi CoE, Ondo, Federal CoE Abeokuta and Federal CoE (Special) Oyo. The 200 level Social Studies students in these Colleges were purposively selected because they have been exposed to micro teaching and have received instruction on teaching methodology. Using the intact class, the three Colleges were randomly assigned through lot-casting to experimental groups I and II and the control group. Each treatment group was randomly divided into five groups. While Experimental group 1 was exposed to the instructor-generated video on all the five instructional strategies (Action learning, service learning, field trip, role-play and moral dilemma), those in experimental group II were also exposed to the instructor-generated video before they were allowed to go to choose different topics in order to generate their own video. Each group in Experimental group II produced a user-generated video on chosen topics and instructional strategies randomly assigned to them by the facilitator. The groups then interacted among themselves on the content of the package handled by each group in order to have a good knowledge of strategies handled by other groups. The conventional group was instructed by the facilitator using the manual on the five strategies on the identified concepts in social studies through the lecture method.

The instrument used in the study is the Preservice Teachers' Teachers' Teaching Skill Scale (PTTSS), designed to measure participants' teaching skill. The instrument was administered to participants prior to and after treatment. The data obtained from the pre and post-test periods were analyzed by ANCOVA and the scores obtained from the pre and post-test periods were used as covariates. ANCOVA is used to determine the main impact and interaction of independent and modulator variables on dependent variables. Where the main effect is significant, an estimated marginal mean (EMM) was used to determine the direction of the difference between groups. The Duncan test was used as a post-hoc measure to demonstrate which groups contributed enormously to their significance.

Result

H01: There is no significant effect of treatment on preservice teachers' teaching skill(TS).

Table 1: Summary of Analysis of Covariance of preservice teachers' TS scores by treatment, gender and self -efficacy

Tests of Between-Subjects Effects

Dependent Variable: Post TS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	781181.178 ^a	12	65098.431	422.025	.000	.959	
Intercept	20145.206	1	20145.206	130.599	.000	.377	
PreTSS	2372.073	1	2372.073	15.378	.000	.066	
Trtmt	459274.930	2	229637.465	1488.711	.000	.932	
Gender	456.609	1	456.609	2.960	.087	.014	
SES	113.573	1	113.573	.736	.392	.003	
Trtmt * gender	278.187	2	139.094	.902	.407	.008	
Trtmt * SES	554.669	2	277.334	1.798	.168	.016	
gender * SES	13.615	1	13.615	.088	.767	.000	
Trtmt * gender * SES	244.045	2	122.023	.791	.455	.007	
Error	33318.551	216	154.253				
Total	4261106.000	229					
Corrected Total	814499.729	228					

a. R Squared = .959 (Adjusted R Squared = .957) * denotes significant effects
 Table 1 shows that there is a significant main effect of treatment on the preservice teachers' TS ($F_{(2, 216)} = 1488.71$; $p < 0.05$; partial $\eta^2 = .93$). Therefore, H_01c is rejected.

Table 2: Summary of Scheffe's Post-Hoc analysis of preservice teachers' TS scores by treatment

Treatment	N	Instr. Generated	User generated	Conventional
Instr. generated (Experiment I)	75		*	*
User generated (Experiment II)	62	*		*
Conventional (Control)	92	*	*	

Table 2 reveals that the *significant main effect of treatment* as shown by Table 1 was as a result of the significant difference in Teaching skill between Experimental group I and Experimental group II; Experimental group I and Control group; and Experimental group II and Control group. This implies that those exposed to instructor-generated video strategy performed significantly better than those exposed to user-generated video strategy and those exposed to user-generated strategy performed significantly better than those exposed to conventional instruction in teaching skill.

The findings of the study showed that there is a significant main effect of treatment on participants' teaching skill; this is because the participants in instructor-generated and user-generated video instruction groups performed better than the conventional instruction group. Preservice teachers exposed to instructor-generated video strategy had the highest TS mean score (182.40), followed by those exposed to user-generated video strategy (150.81); while those exposed to conventional instruction had the lowest mean value (56.91). The findings of the study further indicated that the instructor-generated video is more effective in facilitating teaching skill than user-generated video, as there was a significant difference in the performance of the two groups.

These findings have confirmed the efficacy of video use in instruction while further strengthening the importance of video technology integration in classroom instruction. This has also corroborated the findings of Adedoja, Abidoye and Afolabi (2013) on the efficacy of video in facilitating learning outcomes and the fact that the integration of video technology has been noted to, among other things, allow students to learn more in less time (Aremu and Fasan, 2011). Moreover, the fact that the participation of preservice teachers in these groups was active as well as collaborative has also lent credence to the Collaborative Theory by Bruffe (1995) which supports working together as a team to maximise learning. The interactivity, fun, practice, self-learning, together with minimal level of anxiety which is the basic feature of the instructional package could also account for the significant effect of treatment on preservice teachers' teaching skill.

H₀₂: There is no significant main effect of gender on preservice teachers' teaching skill (TS).

Table 1 shows no significant major gender effects on the TS of pre-educators ($F(1, 216) = 2.96$; $p > 0.05$; partial $\eta^2 = .01$). As a result, hypotheses 2 were not rejected. This means that the average scores of the three groups of male and female teaching abilities are not significantly different. The results of the study also show that gender does not have a major major impact on the teaching skill of preservice teachers. This means that gender as a determinant variable does not reflect the significant effect of treatment on the teaching skill of preservice teachers in this study. The study contradicts the conclusions of Abdulrahman (2008), Maliki (2008), Ngban and Ibu (2009), Arisi (2011) and Oludipe (2012), which did not indicate any significant gender impact on learning outcomes. The study further demonstrated that there was no gender influence on student academic performance, consistent with the results of the study by Akinbote (1999), Adeosun (2002), Abdu-Raheem (2010), and Abdu-Raheem (2012), but contradicted the results of Adiosun (2008), which placed women at a disadvantage in relation to social studies. The study also contradicts Afuwape and Oludipe (2008), who attribute the difference in students' learning results to gender-influenced influences, and Weis, Heikamp and Trommsdorff (2013), who determine that girls exceed boys. Equality implies that both men and women acquire teaching techniques regardless of the strategy. The fact that gender has no significant effect indicates that the developed instruction package is not inclined to affect learning in a specific gender.

H₀₃: There is no significant interaction effect of treatment and gender on preservice teachers' teaching skill (TS).

According to table 1, there is no significant interaction effect of treatment and gender on preservice teachers' TS ($F_{(2, 216)} = 0.90$; $p > 0.05$; partial $\eta^2 = .01$). This implies that the teaching skills' mean scores of both male and female in the three groups are not significantly different. Therefore, hypothesis 3 is not rejected.

The findings of this study indicate that there are no significant interactions between treatment and gender on the teaching ability of preservice teachers. This means that the mean scores of male and female teachers in the three groups do not differ significantly, so that male or female teachers have no significant effect on pre-training teacher education. This finding agrees with Jimoh (2004) conclusion that gender differences in students do not affect the outcomes of quantitative analysis of learning. He also supports Yusuf (2004) findings that there is no significant difference in male and female students' achievements. However, it contradicts Debez (1994) findings that gender can affect student performance in science and social sciences, especially in science and that boys perform better in science than women. It contradicts the findings of Sandra (2003), Murphy (2005), Whiteley (2011) and the study that gender influences academic achievement in students. This means that gender cannot play an important role in teaching preservice teachers teaching skill.

Conclusion

The results concluded that the use of instructor-generated package significantly enhanced preservice teachers' teaching skill in Social Studies; this is because the participants in the instructor-generated video group have the highest mean score. This implies that instructor-generated video package could be an effective package in training teachers in TS. In the same vein, the user-generated video could also be useful in training teachers in teaching skill. This is because, though, the instructor-generated strategy group had higher mean score than the user-generated group in TS, the difference was significant. Essentially, the two groups performed significantly better than the conventional group in these areas. The two packages are also gender-neutral, thereby corroborating its relevance as an instructional package in social studies classroom. Encouraging preservice teachers to adopt and make use of instructor-generated videos holds significant promise for enhancing educational outcomes. By exploring this research topic, we can provide valuable insights and practical recommendations that will equip future educators with the tools and confidence they need to succeed in a technologically enriched teaching landscape. This research will not only contribute to the academic field but also have a lasting impact on the quality of education delivered in classrooms.

Recommendations

It is recommended that educational institutions, teacher training programs, and policymakers support and promote research on the integration of instructor-generated videos by preservice teachers. This support could include providing necessary training, resources, and infrastructure to facilitate the effective creation and use of these videos. Furthermore, while preservice teachers should be encouraged to adopt and make use of user-generated videos in the classroom, teacher training education programs should consider incorporating video-based instructional packages into their curriculum since development and use of user-generated videos would help to facilitate instruction on teaching skill. Providing training and resources to preservice teachers can help them effectively utilize these tools, ultimately improving their teaching practice and student outcomes. Future research should explore the long-term impact of video-based instruction on teaching skill and student outcomes. Additionally, studies could investigate the effectiveness of different types of video content and delivery methods.

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