



From Annotation to Engagement: Hyper-Video Tools in Blended Learning

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Abstract

The study investigates pre-service teachers' (PSTs) experiences with a hyper-video tool integrated into a blended learning (BL) environment. Using qualitative methods, the research analyzed reflections from 45 PSTs, including insights from focus groups and semi-structured interviews. The study aimed to understand how PSTs engaged with the hyper-video tool and its impact on their professional development. The findings revealed that PSTs generally had positive experiences, associating hyper-video annotating with increased motivation and meaningful learning. Three distinct annotating styles emerged: annotating throughout watching, annotating after watching, and a combination of both. Each style was linked to benefits such as enhanced concentration, memory prompting, and improved writing skills. PSTs also shared professional insights on teacher and student agency, highlighting the use of video as a teaching tool, active learning, self-directed learning, scaffolding, critical thinking, and temporal considerations. The study emphasizes the need for discussions with PSTs about integrating hyper-video and the pedagogical approaches it supports. By examining PSTs' experiences with hyper-video, the research contributes to understanding how hyper-video tools can enhance learning and teaching practices in teacher education programs designed as BL. The study's implications suggest that integrating hyper-video annotations can support PSTs' development as reflective practitioners, fostering deeper engagement and more effective learning strategies.

Keywords: annotating style; blended learning; hyper-video; self-directed learning; teacher education