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Classroom technology: a necessity?

September 18, 2009
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Students and professors alike desire more access to video technology in the classroom, according to a recent study by NYU and Intelligent Television.

The study, "Video Use and Higher Education: Options for the Future," concluded that the already-high demand for educational video use will continue to grow in the next five years.

"Increasingly, professors realize that we're dealing with a much more visual and video-oriented culture," said Carol Mandel, dean of the NYU libraries.

LSP freshman Emily Fish, who describes herself as a visual learner, finds it helpful to visualize the material that her professors discuss in lectures

"In my cultural foundations class, we looked at a bunch of different pieces of ancient artwork on a TV so all of us could see," Fish said.

Elizabeth Machlan, a language lecturer in the Expository Writing Program, said she supports implementing more video technology in the classroom.

"It would be silly not to use all these other means of expression that are at our disposal," she said.

But Machlan also said there are some risks when video technology is used.

"I really think there needs to be a parallel effort on the part of professors and students," Machlan said. "If this new technology is going to be involved, it's not going to be a sort of dumbing down or recreational aspect of the curriculum."

Mandel noted that the lack of an intellectual property management system could complicate the process of making video content available for use.

"There are lots and lots of barriers to getting a lot of good video content available," Mandel said, "and lots of video content [is] blocked-up in complicated permission that has prevented it from being digitized and made easily available."

Most students and professors agree that video technology, when used properly, is an educational asset.

"When you think about it, it really is human nature to want to see things in a moving image," Mandel said.