An Investigation into Students' Perceptions of Creating Student-generated Digital Videos in PBL at Saigon University

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ABSTRACT

Digital video is a promising technology that can be utilized in schools to support, expand, or transform teaching methods and curriculum results. Particularly, it has the potential to apply student-generated digital videos to improve students' learning practices and outcomes. The aim of this study is to explore students' perceptions of the application of student-generated videos in Project-based learning (PBL). With the qualitative method approach, the instrument of semi-structured interviews and students' reflections were employed as the primary method of data collection. The participants were sophomores majoring in English linguistics and English pedagogy at Saigon University. Despite some limitations, the results indicate that the project of making student-generated digital videos yields some positive benefits for the students to develop their creativity and social skills.

Introduction

With the rapid rise of scientific breakthroughs, especially in technology, the utilization of video-generated videos in project-based learning (PBL) tasks is becoming more and more prevalent in many educational contexts. Short clips and videos serve as an effective pedagogical tool for teachers to engage students in their learning process so that the students can proactively become content creators. Learners could apply some of their background knowledge to solve plenty of real-life situations and unexpected problems while making their videos, which in return can stimulate their intrinsic motivation (Kearney & Schuck, 2006; Robin, 2008). Similarly, according to Hung et al. (2008), students' social skills such as problem-solving, critical thinking, communication, and self-learning skills can be upgraded thanks to the integration of video-producing activity and the use of multi-media sources, which is proven to be extremely useful for setting up PBL models in studying scenarios. Therefore, to enhance students' engagement and foster deeper learning experiences, at Saigon University, digital video activity in PBL was

implemented in the last semester with the aspiration that authors can investigate the efficiency of this method in boosting student participation, learning outcomes, and learner autonomy. Additionally, this study explores the potential benefits and limitations of employing digital video production as a pedagogical tool in PBL at Saigon University, drawing on student perceptions and educational theory.

Literature review

Project-based learning in Language Teaching and Learning

Today, Project-based learning (PBL) is widely recognized as an effective method for teaching English as a second language. It enables students to share their thoughts on various topics, pose questions, make predictions, and formulate theories (Pham et al., 2023). PBL also encourages the use of diverse tools and skills within meaningful, real-life contexts, fostering problem-solving and creative thinking both inside and outside the classroom.

According to Cocco (2006), Project-based learning (PBL) is grounded in three key principles of constructivism: it emphasizes context-specific learning, requires active engagement from students, and relies on social interaction and the exchange of knowledge to meet educational objectives due to a fact that this learner-centered approach can incorporate elements of experiential learning, emphasizing active engagement and reflection rather than teacher-led methods with passive involvement.

Benefits of the project-based learning approach

Numerous studies have shown that giving projects in class allows students to explore their authentic knowledge and skills (Mali, 2016; Wahyuningsih et al., 2023). Project-based learning is proposed as an educational tool for improving language skills, especially in English, as it emphasizes student-centered learning and real-world applications (Thomas et al., 1999). Also, Project-Based Learning (PBL) can be a powerful motivator that significantly boosts student engagement in correlation with the increase in students' intrinsic deeper understanding of the subject matter. It is indicated in the research of Bell (2010) that PBL creates a context where learning is directly linked to real-world problems, making the learning process more meaningful, and students are "more motivated when they see the practical applications of their learning." Thomas et al. (1999) highlight that Project-based learning (PBL) can offer opportunities for students to improve their problem-solving, critical thinking, communication, and collaboration skills through meaningful, complicated tasks that require analysis, synthesis, and evaluation (Thomas, 2000). Therefore, this method can be beneficial to students' development in both academic and professional settings, encouraging students to work on projects over a long time developing various cognitive, social, and emotional skills that traditional teaching methods might not address, including the creation of English as a Foreign Language (EFL) materials in teaching methods and learning systems (Delimasari et al., 2023; Sundari & Leonard, 2020).

Additionally, Project-based learning (PBL) can foster students' collaboration, verbal communication, teamwork, and creative abilities during the stages of working together on the

assigned projects (Supe & Kaupuzs, 2015). According to Krajcik and Blumenfeld (2006), collaborative tasks can assist learners in developing their personal viewpoints, shared responsibility, and problem-solving skills. Due to the nature of the activity, learners can experience real-life situations and obtain different learning styles and practice skills from others simultaneously when they work together on this kind of project.

Learners are considered the center of the learning process in Project-based learning instead of the teacher-centered model in traditional approaches. In other words, learners must be independently involved in the active learning process to produce their own products and improve themselves. Specifically, students are empowered to actively plan, research, and complete their projects in PBL. Consequently, thanks to this learning autonomy, important skills like time management, decision-making, and self-assessment are constructed; thereby, students can gain better learning outcomes (Holm, 2011).

Similarly, learners are encouraged to solve real-world problems, enhancing their creativity and innovation while completing tasks and assignments in and after class. That means PBL allows students to apply different and new approaches to problem-solving, promoting out-of-the-box thinking and experimentation (Larmer & Mergendoller, 2010). This practice does not only polish learners' professional expertise but also innovative mindsets that are necessary for the current fast-changing job market.

Video-based tasks in English language classrooms

Tasks are a crucial component of teaching and learning English, serving as a framework for teachers to develop a variety of classroom activities because well-designed tasks can boost student motivation, making English lessons more engaging and enjoyable (Tran, 2022). The effectiveness of tasks is typically measured by the level of student engagement and their overall satisfaction with the activities. Henceforth, the use of student-produced videos in foreign language education has become increasingly common as videos offer a strong combination of visual and auditory input, helping students absorb and understand language content more effectively (Tran, 2022). Advancements in technology, such as smartphones with the rise of digital editing tools like Windows Movie Maker and Capcut, along with social media platforms like YouTube and TikTok, have driven a shift towards constructivist teaching methods (Truc et al., 2023). In addition, Koksal (2004) noted that videos not only capture students' attention but also stimulate their imagination and enhance long-term memory by creating strong auditory, visual, and mental connections. As a result, this trend emphasizes project-based learning, giving students the opportunity to create their own video projects, actively participate in discussions, and become more engaged and self-regulated in the learning process (Dahya, 2017).

Previous studies on the utilization of student-generated digital video

In Tongsakul et al. (2011) research, findings indicate that students who make their own videos can learn more actively and engage more in this activity. They feel more in control of their learning and can express themselves creatively. According to Thomas et al. (1999), student-generated digital videos can cultivate a more dynamic and engaging learning environment by empowering students to take ownership of their educational pursuits. By making videos, students learn important skills like writing scripts, presenting, and editing pictures. This helps

them become more active learners.

What is more, video-making can offer a valuable platform for "self-reflection and assessment", fostering a "deeper connection between personal experiences and learning (Widodo et al., 2016). Students can share their thoughts and feelings through videos. Kearney and Schuck's (2006) research suggests that making videos enables students to engage in "metacognition," critically evaluating their own performance and identifying areas for improving themselves. This reflective process can be beneficial because it matches the principles of PBL, which emphasizes continuous improvement and self-directed learning.

The idea of using student-generated videos (SGV) as a helpful tool in an English learning environment is clearly illustrated in Naqvi's research (2015). Ultimately, this application supports learners in constructing knowledge actively and boosting their learning motivation. Engin (2014) recommended that integrating modern technology with active learning strategies can be the potential of SGV for second language acquisition due to the fact that SGV can cultivate critical thinking, collaboration, and creativity among students. A main advantage of incorporating SGV into project-based learning (PBL) is the active engagement it requires from learners.

Almutairi (2018)demonstrates that using student-generated digital videos positively promotes collaboration in the context of PBL. The researcher agrees that making digital videos can encourage students to develop many social skills like interpersonal, communicative, and problem-solving skills. These skills are important for both the student's academic success and future career paths. While working with their teammates for this video-making project, the students would cover different roles, share responsibility, and consider various ideas to produce a final product. Hence, it helps students to grow a strong sense of engagement with their group members and the topic.

The importance of promoting the use of technological learning tools in general and student-generated videos in particular is illustrated by the research of (Hoe et al., 2019). Through the process of participating in video-making tasks, students can improve their digital skills, such as editing video clips, and they can also tap into the field of digital communication. Such skills are undoubtedly necessary in the modern learning environment, especially in the 4.0 era where technological communication is a must.

Research Questions

To fulfill the purpose of the study, here is the research question:

How do students perceive student-generated digital videos (SGDV) as a tool for engaging in learning activities?

Methods

Pedagogical Setting & Participants

The participants were chosen through the use of convenience sampling, which was motivated by the notion that these students would be more qualified to respond to inquiries. Put differently,

they were seen as examples with a wealth of information that was relevant to the current study (Creswell & Poth, 2016; Palinkas et al., 2015). All of the participants in the interviews were studying in the module Listening-Speaking 4 at Saigon University. Three students were in the interview phase, and 20 participated in reflective activity. Before requesting their participation in the study, they were given an information sheet outlining the importance of the research. In terms of demographics, all of the participants were full-time students from a variety of age groups. For reasons of confidentiality, no participant's personal information was included in this study. For instance, the students were identified using codes.

Design of the Study

This study employs a qualitative approach as the primary research method since the researchers would like to explore the in-depth data from the students regarding their experience of making SGDV. To be more specific, the objective of this study is to investigate the students' perceptions towards the production of creating a digital video for a particular group-based project. This is the reason why qualitative data collected would be preferable to numerical data, and on top of that, the effectiveness of implementing semi-structured interviews and reflections will be more appropriate in qualitative research.

In terms of the first method tool, the advantages of using semi-structured interviews in qualitative research have been proven in many studies over the last few decades. A number of experts have noticed the positive side of interviews. For instance, Kvale (1996) indicates that discussions between interviewers and interviewees could provide a lot of insightful information and, thereby, are suitable for topics or concepts that need in-depth explanations to support the findings instead of just numerical statistics. On the same side, according to Ramsook (2018), through informal conversations or daily dialogues, the researchers can collect valuable data and, at the same time, understand the related experiences of participants in a more complete way. Furthermore, scholars and researchers also highlight the flexibility of semi-structured interviews in matching the demands of different topics catering to different participants (Marshall & Rossman, 2014; Silverman, 2017). As a result, interviews are mainly used in qualitative research thanks to their adaptability.

Regarding the second qualitative tool in the research, collecting reflections is similar to giving structured interviews in written form (Creswell et al. l, 2016). Owing to time constraints and the study's small scale, reflective tasks are the most fitting choice for this research to collect more data. This approach allows researchers to save time on transcription and reduces the need for multiple face-to-face interviews while still capturing in-depth data on the emotions, attitudes, and opinions of the participants.

Since the purpose of this study was to explore the experience and participation of students in the production of SGDV, the researchers decided to implement semi-structured interviews and students' reflections as the key research instruments. The responses from the students were collected from the design of some open-ended questions on the interview list. Thus, the purpose of the interviews was to gather in-depth information and thoughts on the usage of digital video clips in the classroom from a small number of individuals who were thought to have firsthand experience with these applications. Because they were thought to offer the potential to acquire

rich data, interviews were explicitly chosen as data collection devices. Online interviews via Zoom were used in the present study by the researcher, which allowed the participants to divulge more information.

Data collection & Analysis

The primary goal of the qualitative data analysis was to answer the study question of how students use SGDV in higher education pedagogy to increase their participation in class activities. Large amounts of data were produced during the gathering of qualitative data, and interviews were analyzed thematically.

The researchers were allowed to record audio and transcribe files for online semi-structured interviews with the students. Following a Word entry of the interview replies, a cross-case analysis was performed to reveal the general themes in the responses. We also calculated and provided concept frequencies for every participant. A written report summarizing the interview findings conveyed the main ideas and perspectives held by the participants. Additionally, the reflective tasks collected from a larger scale of participants were conducted simultaneously with a similar process in data collection and analysis.

Results/Findings and Discussion

Overall experience of student-generated digital videos

All of the participants gave positive feedback regarding the general experience of making and editing videos as a task in the studying course. The first reason mentioned was that the application of student-generated videos was a completely new method of completing their assignments. Previously, the students had to write essays or perform group presentations, but the process of creating digital videos for projects was exciting and motivating as this was nearly their first time doing such a project. Another compelling reason worth mentioning was the valuable practice it provided as a way to deepen the comprehension of the speaking topic. This was due to the fact that these videos frequently simplified difficult ideas by presenting them in more approachable and interesting ways. The cooperative process of filming also fostered a stronger bond with the subject matter. Finally, it was the brand-new experience of talking to complete strangers from other countries that the student took into consideration. For some of them, it was challenging at first as it was their first time communicating with random foreigners; however, it turned out to be enjoyable.

A few quotes from the interviews are listed below.

"My overall experience is that it is very interesting. Because it is a very different way for students to learn and do their projects." (S1)

"My experience with this project was really positive. It was my first time speaking with foreign strangers, so I felt a bit nervous at first. However, I ended up enjoying the conversation with them." (S2)

"So, in my opinion, my overall experience with student-generated videos in the course has been largely positive, and they offer valuable exercise and diverse perspectives that

enrich our understanding of the subject matter." (S3)

The benefits and challenges of making student-generated digital videos

There were some of the potential benefits for the students while producing student-generated videos. First and foremost, student-produced videos could help to increase student ownership of their education and foster active participation and creativity by providing a more dynamic, individualized learning environment. Allowing students to convey topics uniquely was a fantastic method to encourage them to participate actively in their learning process. Students might attempt something new, and while creating the film, they could get the opportunity to interact with a lot more things, such as programs and applications that were used to make and edit films.

A few quotes from the interviews are included below.

> *"So, by doing this, I have a chance to engage in a lot more stuff like applications that are used to create videos, like that."* (S1)

> *"I think it is a great way to help students to take an active role in their learning, letting them present ideas in their own way. It is also motivating because students could try something new"* (S2)

> *"Student-generated videos boost motivation and engagement in giving students ownership of their learning in culturing active, involvement with the material and allowing creative expression."* (S3)

On the flip side, some of the obstacles were brought up during the procedure of making a video. Firstly, technological problems like inadequate video or audio editing quality and restricted equipment or software access are frequently the cause of these challenges. It was sometimes problematic for the students to manage their time, organize their topic, and make sure the video satisfied the requirements of the project. Cooperation among peers might provide certain difficulties as well. Furthermore, it was difficult to start a discussion with a complete stranger and invite them to participate in the interviews.

Below are a few quotations taken directly from the interviews.

> *"Some of those applications are hard to approach. For example, I remember an application named Adobe. That application is pretty hard for a newbie like me who generates a video for the first time."* (S1)

> *"In addition, starting a conversation with a total stranger and asking them to join our interviews was kind of hard because we are somehow scared like scared of the people like different people strangers.'* (S2)

> *"I think the difficulties here often include technical issues like poor video or audio quality editing and limited access to equipment or software. Furthermore, students may struggle with time management, content organization, and ensuring that the video meets the assignment's criteria collaboration in coordination with peers can also be some challenges."* (S3)

The collaboration among the team members

In order to effectively collaborate with teammates, the students arranged meetings to discuss ideas, assign tasks, and establish deadlines. Regular communication and a clear division of roles were also essential. In the production stage, they exchanged resources and offered constructive feedback on one another's work. As a result, this project actually created a beautiful and natural bonding among team members.

When being asked for a self-evaluated score, all three students agreed that they did quite good in this project, regardless of their different roles in the team including a team leader, an interviewer and an editor. However, without their teammates' support, it would not be that great as a whole.

Some direct quotes from the interviews were included here.

"So, making a video can create a bonding relationship between friends. Thanks to it, I and my other teammates are now pretty close friends." (S1)

"First, we just divided the task based on the poll on our group. Two people worked on the questionnaire to interview, one took on the role of cameraman and one edited the clip. Additionally, after reviewing the first version of our questionnaire, which is like a little adjustment to make it suitable for reality." (S2)

"Collaboration with teammates typically involves regular communication and clear role division, we hold meetings. To brainstorm ideas, assign tasks and set deadlines." (S3)

The connection of prior knowledge to vlogging goals

In response to this query, the participants shared about making a connection between their past learning and vlogging objectives by using experiences and current knowledge to guide the development of content. They applied the prior knowledge to guarantee accuracy, offered insightful commentary, and matched the material to the interests of the viewers.

Below are some statements made from the interviews.

"Because we are going to the historic place, I need to recall all the knowledge tablet in history about relating to the place that I went or the place that I did in the project." (S1)

"I needed to use my prior knowledge of the topics that we chose to decide the questions we will be asking during the interviews." (S2)

"To this question, I connect my prior knowledge to my vlogging goals by leveraging my existing expertise and experiences to inform content creation. I use my background to provide valuable insights, ensure accuracy, and add that to my vlogs, aligning my content with my goals and audience interest." (S3)

The emotional engagement of making digital videos

All three participants shared similar opinions regarding the emotional aspects that they experienced while creating a video for this course. In the first place, it was joyful and exciting for the students to produce an amateur video clip by themselves for the first time. Simultaneously, it offered the opportunity to collaborate with different team members and get

insights into their backgrounds, gaining expertise in leadership and communication skills. In addition, this was a rare opportunity for them to have some direct conversations with meet and converse with many incredible people from various nations and cultures, which might be one of their fears beforehand. On top of that, the hands-on experience with some of the video editing and producing applications also promoted a stimulating emotion.

The statements from the interviews are included below.

"Well for me, the aspect of creating video that makes me excited and happy. At the same time, it is the fact that I get to work with a lot of people I get to work with a lot of members, and I get to know more about them" (S1)

"I think like I'm really interested; I really interested and enjoy doing the interview I think like the video is one of my most memorable memories in my, in my cell phone more year at the chance to meet and talk with a lot of amazing people from different country, different countries, different cultures" (S2)

"In my opinion, creating videos often makes me happy and excited because it allows me to express creativity and share knowledge. Uh, I'm curious about exploring new techniques, and learning about emerging chains in video production" (S3)

The results collected from the reflections

Students' perceptions obtained from the reflection sessions were synthesized to support the findings of the research question. Therefore, the main themes were identified into sub-themes: 1) the overall experience of student-generated digital videos, 2) the benefits and challenges of making student-generated digital videos, and 3) The collaboration among the team members, 4) the connection of prior knowledge to vlogging goals, and 5) the emotional engagement of making digital videos.

Table 1

shows a thematic analysis illustrating the themes and key contents of the reflections

Sub-theme	Description	Students' Commentaries
Overall experience of student-generated digital videos	The majority of the students agreed that SGDV was interesting and rewarding despite the fact that it was challenging.	• "My overall experience with the videos is that they are fun, informative, and engaging." • "Honestly, it was pretty challenging but also really fulfilling." • "This experience has been really fascinating." • "Making videos makes learning fun and interesting. It brings lessons to life."
The benefits and challenges of making student-generated digital videos	Most of the participants mentioned the benefits of SGDV in the learning process: promoting	• "I think it can promote their creation, also creating the interesting in the PBL." • "Creating videos makes us excited and more willing to participate because we get to be creative and share ideas."

	creativity, engaging in the learning process, and encouraging teamwork. In contrast, some of the challenges mentioned included technological adoption (editing videos), teamwork conflicts, and interacting with foreigners.	• "I feel like I am actively contributing to the learning process rather than only consuming information when I make movies, which increases my enthusiasm to study." • "I think it made us to think out of the box more in the video making process. Moreover, I feel more confident to join with my teammates to do this task as I couldn't finish it alone." • "I think the technology adoption is the most difficult for students when creating a project." • "Difficulties include irresponsibility of some members which slows down the progress of the group." • "Some of these include technical problems, learning video editing, and working within the limitations of equipment." • "Interacting with foreigners was somehow difficult because I didn't have the experience."
The collaboration among the team members	The students mostly agreed on the process of collaborating among team members, in which they arranged meetings, distributed tasks, and set up deadlines. Whenever unexpected problems came, the group would find an agreed solution together.	• "I will let each members give their own strategy and we will discuss together to decide the best option for our project." • "We come up with ideas and agree on them together. Then we divide the work based on each person's strengths." • "We brainstorm ideas together, split tasks, and help each other when needed." • "At the beginning, we divided roles based on who felt most comfortable with certain tasks, like editing or speaking in front of the camera. We had regular online meetings to check in and talk through any issues, and if someone got stuck, the rest of us would try to help out." • "We divided the work among ourselves and worked together to plan, film, and edit the videos." • "Some of these include technical problems, learning video editing, and working within the limitations of equipment."
The connection of prior knowledge to vlogging goals	Some students mentioned a variety of skills and techniques (IT skills, public speaking, and storytelling) they had learned in	• "I applied what I knew about storytelling in making our video more interesting. I also have basic editing skills from the previous course that helped polish the final product." • "Technology class knowledge aids in managing technical aspects concerning the production of the

	previous courses, which supported them in completing such a video project.	video, making the final product polished and professional.” • “I applied my public speaking skills to interact with foreigners.” • “We just used some interesting vocabs and phrases in the book for our interview content.”
The emotional engagement of making digital videos	Most students stated that the experience of making videos was curious and exciting.	• “I am so happy and excited when making videos. The development of ideas into actual visual products is quite thrilling, and curiosity may be evoked by experimenting with different editing techniques. • “I was curious about the reaction and response of interviewees to our questions. Furthermore, meeting and talking to foreigners was an exciting experience.” • “Honestly, creating videos makes me feel excited and curious.” • “Going to many tourist destinations and interacting with foreign tourists is the most interesting thing. Choosing a video editing style is also something that interests me.” • “I think the content of a video can make me feel more curious.

Discussions

The students used a strategic approach to group work by allocating the assignments among the group members. By developing the screenplay, directing the video, and editing it, each team member added to the creation of the movie. This encouraged cooperation and teamwork among the group members. Students in the group communicated well with one another, and improving results was their shared objective. This study supports the assertion of Ryan (2013) that students who create films and participate in peer discussions in class love working with others and have a strong appreciation for their roles and responsibilities. Also, the findings aligned with the reports from Engin (2014), Naqvi (2015), and Almutairi (2018)regarding the positive impacts of SGDV on students' learning by boosting their motivation, collaboration, and creativity. Furthermore, the SGDV project positively impacted the students' self-study when they were triggered to be actively involved in their learning instead of just learning theoretical knowledge, which aligned with the study of Thomas et al. (1999) and Tongsakul et al. (2011).

However, the challenges that students had to deal with when conducting the project were less focused on other studies. The students who worked on the films faced several obstacles as they tried to develop and broaden their project. They lacked the necessary knowledge and expertise when they started making the movies. Students must have a wide range of project management abilities to create digital videos, including organizing, planning, and structuring their content-based message. The study's participants demonstrated the ability to organize and evaluate their work. Nonetheless, the inexperienced students found student-generated digital videos

challenging, and their responses indicated that they considered the usage of cameras and editing software to be intricate, but the students in this research appeared to have solved this problem by working with classmates and asking instructors for comments.

Conclusion

Summary of the major findings

The implementation of student-generated digital videos attracts some of the positive and constructive feedback of the participants. There is no denying that such a project offers a special chance for the students to engage in their learning process and actively undergo unique experiences. First, for some students, this is their first time having such a new method of assessment in class, which incentivizes creativity and self-organization; before that, it is mainly PowerPoint presentations and essay writing. Second, this kind of project provides an authentic learning environment for the students to develop some important social skills, such as problem-solving, communication, and leadership skills, regardless of their roles and responsibilities in the group. Third, the first and foremost experience that the students have with some of the digital applications for making and editing videos is taken into consideration. This, however, creates both excitement and fear at the same time. The students are excited to produce their own videos for the first time but afraid of using some technological tools, especially low-tech ones, as it would be more time-consuming. In the end, the fact that the students overcome these obstacles to hand in a final version of their videos is a major success for them, promoting the student's cognitive and emotional engagement.

Pedagogical implications

All things considered, English-majored students find student-generated digital videos to be a helpful tool for completing projects related to English speaking and listening skills, but they should be used sensibly and in combination with other language learning materials. Teachers and lecturers should instruct students on how to make a video effectively and responsibly. This can include teaching them how to use some digital applications to produce and edit the content of videos and the importance of using them as a supplement to their language learning. Teachers and instructors should provide alternative resources and websites for students to have a reference on how to film and edit a short video. Finally, teachers should give clear rubrics for marking the production clip and the final deadlines for each stage.

Limitations of the research

It cannot be disputed that this study is still subject to some limitations. First off, because only three tertiary students in one class coming from the Faculty of Foreign Languages at Saigon University participated in the semi-structured interviews, the research may not accurately reflect the in-depth perspectives of all English majors in Ho Chi Minh City in particular and in Vietnam in general. As a result, less data is gathered. Consequently, in order to provide more thorough and persuasive findings for future studies, a greater variety of interview sample sizes must be used. Convenient sampling was also used to choose the target subjects, which reduced the study's generalizability.

Recommendations for further research

Notwithstanding the study's limitations, the researchers hope that the usage of student-generated digital videos in Vietnamese academic settings will be extensively examined in the research because it seems like a fresh and understudied field. Future research should include other Vietnamese universities and educational institutions and extend the participants to non-English majors. This increases the chance for the experts to consider student-generated digital videos' assessment of representativeness and educational concepts.

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