REEL TIME: A Case Study on Transformative Learning with Authentic Projects

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Abstract: One strategy for transformative learning (TL) is project-based learning, however, only when projects are designed to be real-world and authentic can TL be effective. This paper presents a case study on how a traditional Instructional Video Production course at De La Salle University-Manila was redesigned to integrate authentic projects, providing students real world experiences with real project teams and external expert feedback.

The Technical Education Skills Development Authority (TESDA) was identified as the partner institution for the students to work with. Students conceptualized and produced 25 videos for TESDA. Results show that when using authentic projects in the Instructional Video Production course, learning time is increased by 52% compared to a class without the authentic project. Self-reports from students show that beyond technical video production skills, they learned professional skills and soft skills working on the TESDA class project.

Key Words: transformative learning; project-based learning; authentic assessment; instructional design; authentic projects