

COULD THE VIDEO AD'S NARRATIVE STRUCTURE ENGAGE STUDENTS IN CLASSROOM CONTEXT?

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Abstract

It is recognized that teachers have sought to innovate their methods of presenting content and, today, they have at their disposal a variety of support resources that did not have before. These potentialities have changed the way classes are taught today and the dynamics are, in most cases, different from what existed a few decades ago. Among the resources available for teaching, exhibition of videos in the classroom seems to have very relevant effects, both on students' learning and on their greater involvement in activities. However, this is not always the case and the videos presented by teachers do not have the desired effects on students.

Thus, based on the assumption that greater immersion in video activates positive behaviors in classrooms, this study seeks to analyze, through a conceptual model, the antecedents of "Narrative Transportation" (immersion in video).

In this sense, a video was presented to 107 students from a degree in Advertising and Public Relations, whose narrative is based on fun. After the presentation of the video, data was collected through the application of a questionnaire.

Through a causal relationship model, the research work reveals that, in addition to the structure of the video narrative (Narrative Structure), the variable "Joy" (Fun) acts as one of the antecedents of "Narrative Transportation".

These results thus suggest to teachers that the presentation of videos in the classroom, with narratives that involve fun and with clear structures, has benefits in immersing students in the content and narratives presented and in the involvement in the classroom.

Keywords: Narrative transportation, Narrative structure, Joy, Video ad, Education

1 INTRODUCTION

Nowadays, people access information mainly through the media. These means assume an important role in society and allow access to information quickly and steadily. Also for students, access to information is mainly through the media, as mentioned by Buckingham (2003) "to become an active participant in public life necessarily involves making use of the modern media" (p. 5).

Advertising influences buying decisions (Rajagopal, 2006) not only for adults but also for young people and it