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Abstract

The purpose of this study is to investigate whether or not the use of video can have a positive effect on satisfaction, empathy, and learning achievement in problem-based instruction among Korean college students majoring in education. To achieve this purpose, this study compared the findings from three dependent variables in problem-based video instruction with those in problem-based text instruction. The results indicate that there were statistically significant differences in learner satisfaction, empathy, and learning achievement between students who received problem-based video instruction and students who received problem-based text instruction. Consequently, the findings of this study imply that video can be an effective medium to present authentic situations in order to enhance student satisfaction, empathy, and learning achievement in problem-based instruction. This study might be significant in expanding the potential use of problem-based video instruction and in establishing an example of problem-based video instruction for Korean college students majoring in education. (HRK / Abstract übernommen) Choi, Hee Jun, E-mail: heejun.choi@gmail.com