

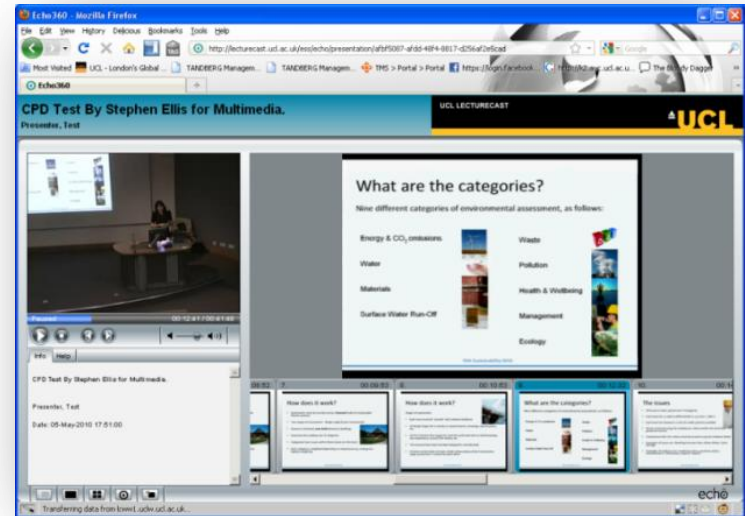
Workshop on Co-creation of emerging trends in Academia

Date: 7th of November 2012

Place: Hotel Slon, Ljubljana, Slovenia



Beyond recorded lectures



Clive Young

University College London

EU Lifelong Learning Programme (Erasmus)



Education and Culture DG

Lifelong Learning Programme

Lecture capture at University College London

- **39** of UCL's centrally bookable teaching spaces
- **20** in departmental areas
- **8-10,000** hours of recorded material on the system.
- **250,000** views of content last year
- **20-30,000** 'hits' on Moodle per day



The student view

- "Because I am an **international student** and sometimes I could not hear and understand clearly. Also since the lectures given by my lecturer are fantastic! It will be great if we can **listen to the lectures again for better understanding** of the topics!"
- "I think it relates well to **different styles of learning** - a great many people find they retain information better if they are able to visualise a lecturer saying it, for example. If more material was available, there would be **a more diverse range of revision options** other than just textbooks and hastily written lecture notes".



**The uninspired label
“lecture capture,”
fails to convey the
disruptive potential of
this tool**



Janet Russell, September 2012
Georgetown U Center for New Designs in
Learning and Scholarship

Erasmus project 2011- 2013

REC:all (recording and augmenting lectures for learning)



Education and Culture DG

Lifelong Learning Programme

- University College London, UK
- Vrije Universiteit Amsterdam, NE
- ATIT, BE
- Universitat Politècnica de València, ES
- Université de Lorraine, FR

Two projects based at UCL and VUA

- **ViTAL** - video in teaching and learning



- **OASE** - integrating web lectures in teaching practice





minority to majority use



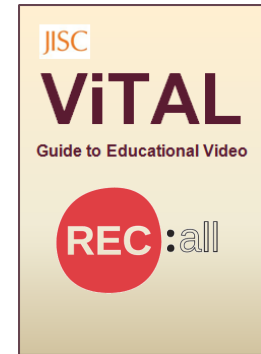
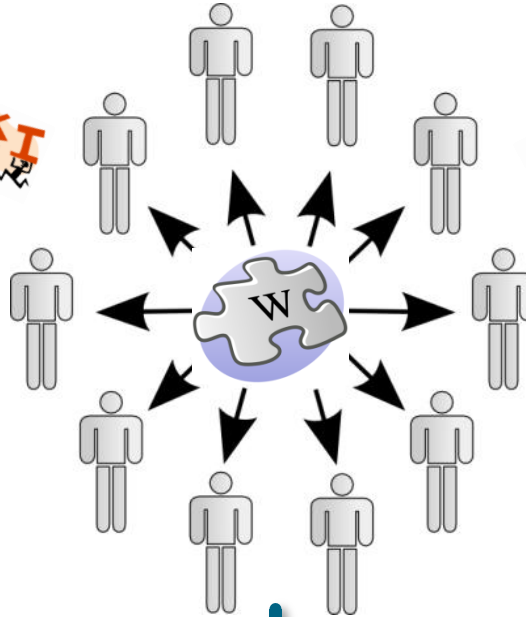
- how lectures are **currently being captured** and used
- **new learning designs** for flexible and off-campus delivery
- **technical, pedagogical** and **legal** issues
- **case studies** and scenarios
- practical guidelines to help teachers

Community



Webinars

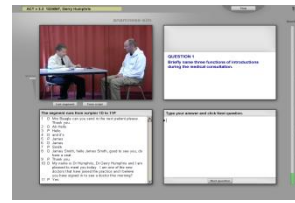
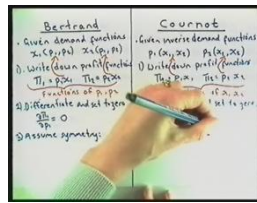
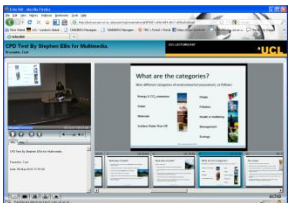
is all!



existing resources

a new shared resource

case studies & evaluations



Why is pedagogy important?

- **Self-reflection – what am I *really* doing?**
- **Better design of resources**
- **Sharing – rich descriptions**
- **Support – DIY vs central?**
- **Scalability – from project to mainstream**
- **Sustainability – is it worth funding next year?**
- **Evaluation – do students learn (more/better)?**
- **Helping students use the recordings better**

The evolution of video

- ▶ Film strip/slide
- ▶ TV / VHS
- ▶ Desktop video
- ▶ Multimedia
- ▶ Web media
- ▶ Streaming
- ▶ Lecture capture
- ▶ Mobile video
- ▶ Social video

Image

+ *Interactivity*

+ *Integration*

+ *Input*



[Asensio and Young, JISC Click and Go Video, 2002]

The evolution of thinking about video

- ▶ Film strip/slide
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Image

Instruction (?)

+ *Interactivity*

Constructivism

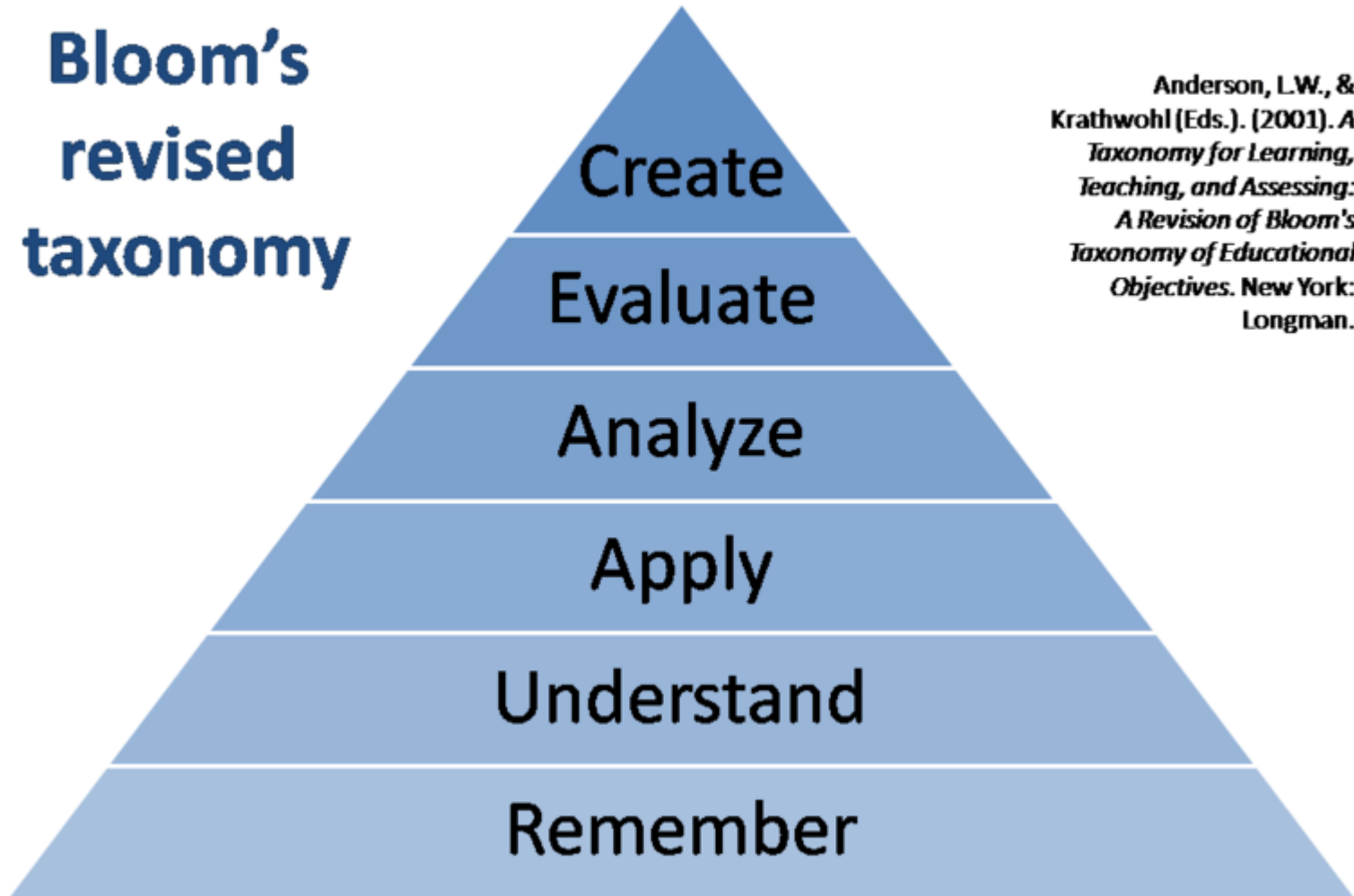
+ *Integration*

***Conversation
Context***

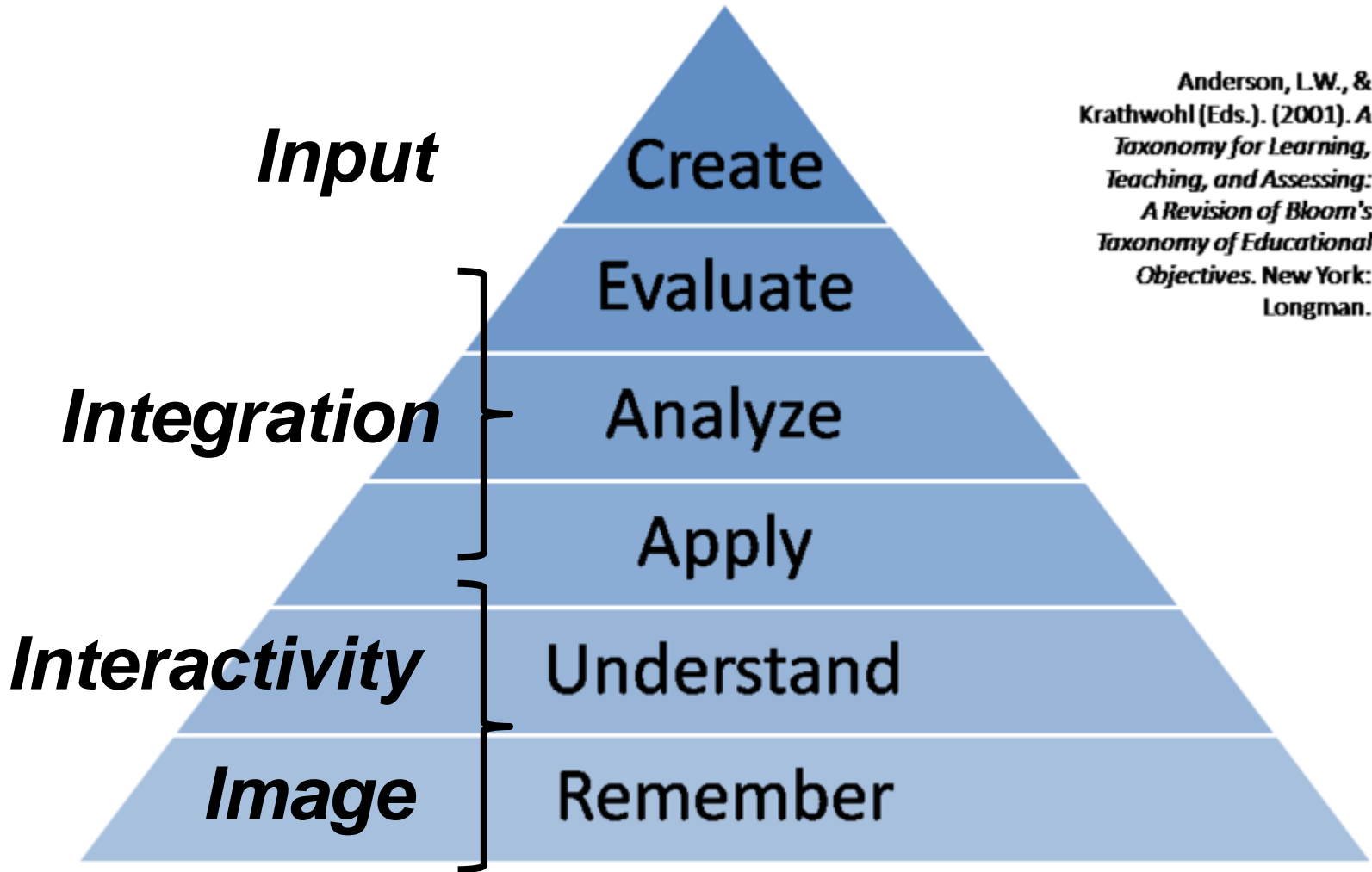
+ *Input*

Multiliteracies

**Bloom's
revised
taxonomy**



Anderson, L.W., &
Krathwohl (Eds.). (2001). *A
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Longman.



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Image

1 image =
1k words



- What is the **purpose** of video in lecture capture?
- “We all engage our hands, mouths, facial expressions, body orientations and body movements whenever we transmit any sort of message from our brains towards an audience”
- Daniel Everett (2012) Language: the cultural tool

Interactivity

Rosenberg 2001

Interactivity is

- **Access** – own devices
- **Choice** – on-demand, search
- **Control** – start, stop, pause, review

WATCH WHATEVER WHENEVER.

With Sony's Betamax SL-6600 video recorder, you can see any TV show you want to see anytime you want to see it.

Because Betamax, which plugs into any TV set and is easy to operate, can videotape a show up to three hours long (with the L750 videocassette) while you're doing something else—even while you're out of the house, by setting the electronic timer.

It can also videotape something off one channel while you're watching another channel.

And remember, Sony has more experience in videorecorders than anyone (over 20 years!). In fact, we've sold more videorecorders to broadcasters and industry than any other consumer manufacturer. We even make our own tape.

For years you've watched TV shows at the times you've had to. Now you can watch them at the times you want to.



SONY BETAMAX
THE LEADER IN VIDEO RECORDING

Interactivity in LC



- “Web-casting lectures provides students who failed to get out of bed with another chance”
- Review and revision
- Mobility – more flexibility
- Improved ‘affordances’ (search, metadata)

- *but does LC effect **attendance**?*

Interactivity literature



- “Video and live performances **differ**, like spoken and written language” – **students get this!**
- “Might **lecturing styles** change to look better on the video, possibly to the detriment of the live performance?” - not for everyone?
- Fardon (2003): better for **structured** or **narrative-driven** styles, poorer for ‘**dramatic**’ styles or styles with lots of **audience interaction**

Interactivity



- Does LC reinforce a **transmission model of learning** when we want more constructivist models - active, process oriented, learner centric? (Jouvelakis 2009)
- Davis (2009) found the students are "**actively choosing specific sections of content to review rather than passively revisiting entire lectures**".
- "...an active learning activity [that] provides them with additional **control and interaction** with the material" – this is '**engaged**' learning – what we want

Integration

“using lecture capture resources to actively engage learners”

Ideas

- Prepare or motivate
- Elaborate on and further explain
- Recall and integrate
- Lead-in to an assignment
- Learning guidance and strategies
- Content to encourage analysis

More ideas

- **dial-e designs (JISC)**



01. Stimulus
 1. Starter-plenary
 2. Topping and Tailing
 3. What happened next?
 4. Dissonance and Shock
 5. Observational
02. Narrative
03. Collaborative
04. Conceptualisation
 1. Predicting (POE)
 2. Synthesising
 3. Visualising ideas
 4. Analysis
 5. Extrapolation
 6. Reliability
05. Inquiry
06. Authoring
07. Empathy
08. Research
09. Representational
10. Figurative

Flipping

The Vod Couple

By Dian Schaffhauser • 08/01/09

High school chemistry teachers Aaron Sams and Jonathan Bergmann have overturned conventional classroom instruction by using video podcasts to form the root of a new learning model.



GOOD CHEMISTRY Sams (left) and Bergmann together practice a student-centered pedagogy.

THUMBING through an issue of *MacWorld* a few years ago, Aaron Sams was struck by an article about an application called ProfCast that allows instructors to record live classroom lessons on a Mac. He brought the story to the attention of his fellow **Woodland Park High School** chemistry teacher, Jonathan Bergmann. The two men both saw that the ability to capture their daily lecture as a video podcast-- or vodcast-- and then allow students to view the recording on their own schedule later that evening could be the solution to a nettlesome yet unavoidable problem they were facing.

"There are no schools close to us," Bergmann says of Woodland Park, located in a mountainous town set in the Colorado Rockies, about a 90-minute bus ride. That means kids leave school early. Then...

Bergmann went searching for similar vod- PCs. He found SnapKast...

Monday 07 March 2011

The Telegraph

HOME NEWS SPORT **FINANCE** COMMENT CULTURE TRAVEL LIFESTYLE FASHION
Companies | Comment | Personal Finance | Economics | Markets | Your Business | Olympics bu

Business Club

Think Tank: Flip-thinking - the new buzz word sweeping the US

Teacher Karl Fisch has flipped teaching on its head - he uploads his lectures to YouTube for his students to watch at home at night, then gets them to apply the concepts in class by day.



THE FLIPPED CLASSROOM

Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?

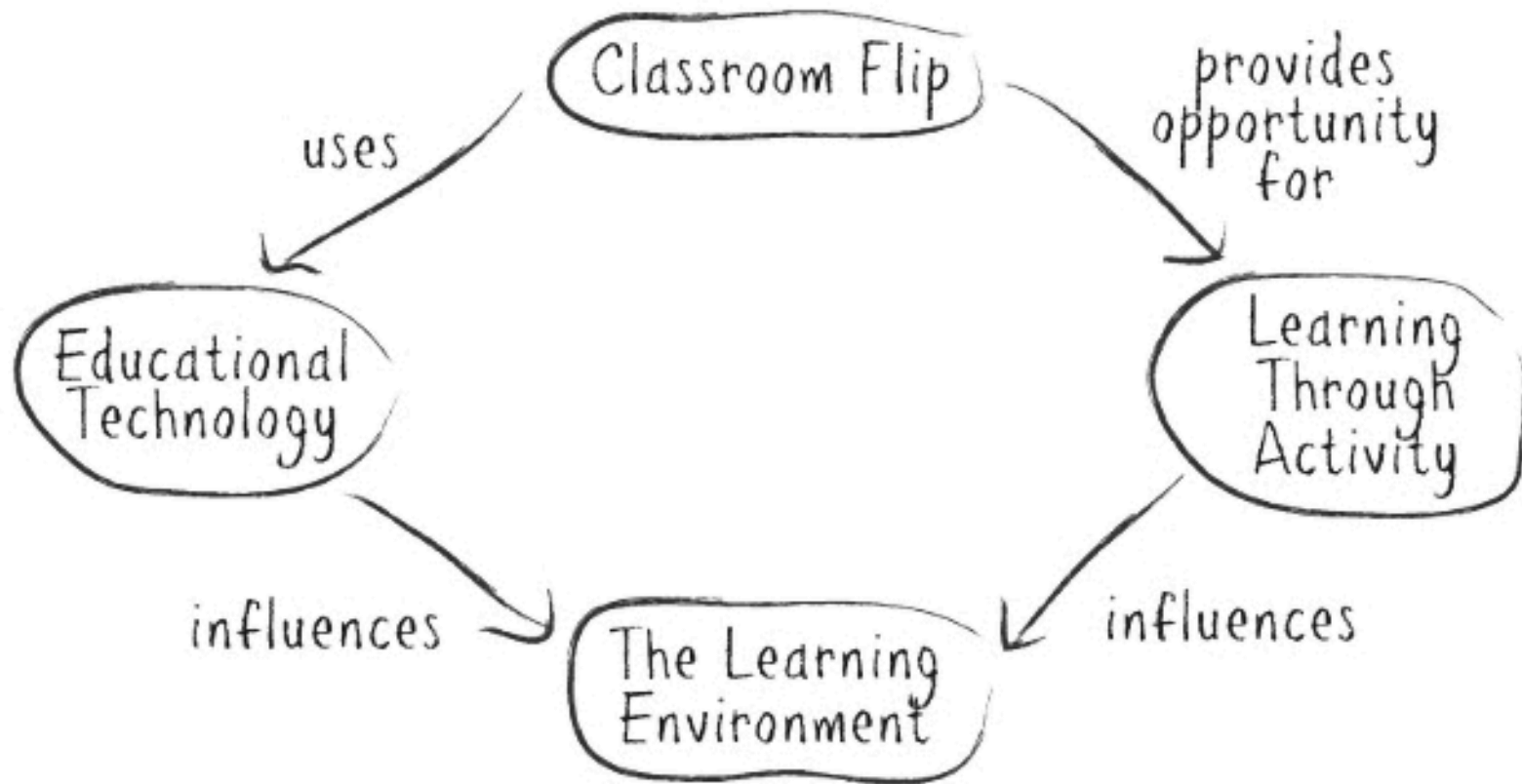
The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

THE INVERSION

<http://www.knewton.com/flipped-classroom/>



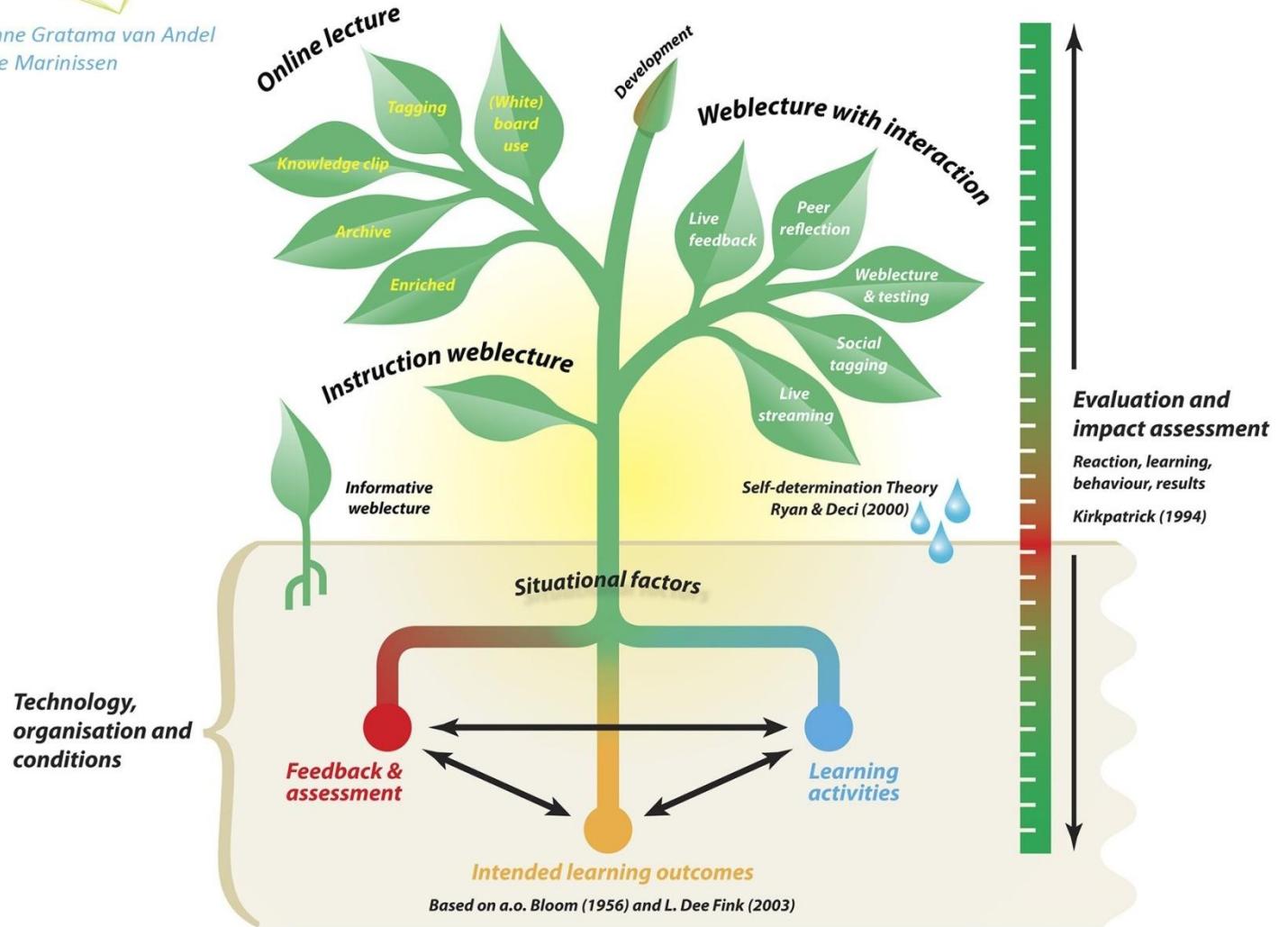
Flipping - **Active** learning with LC



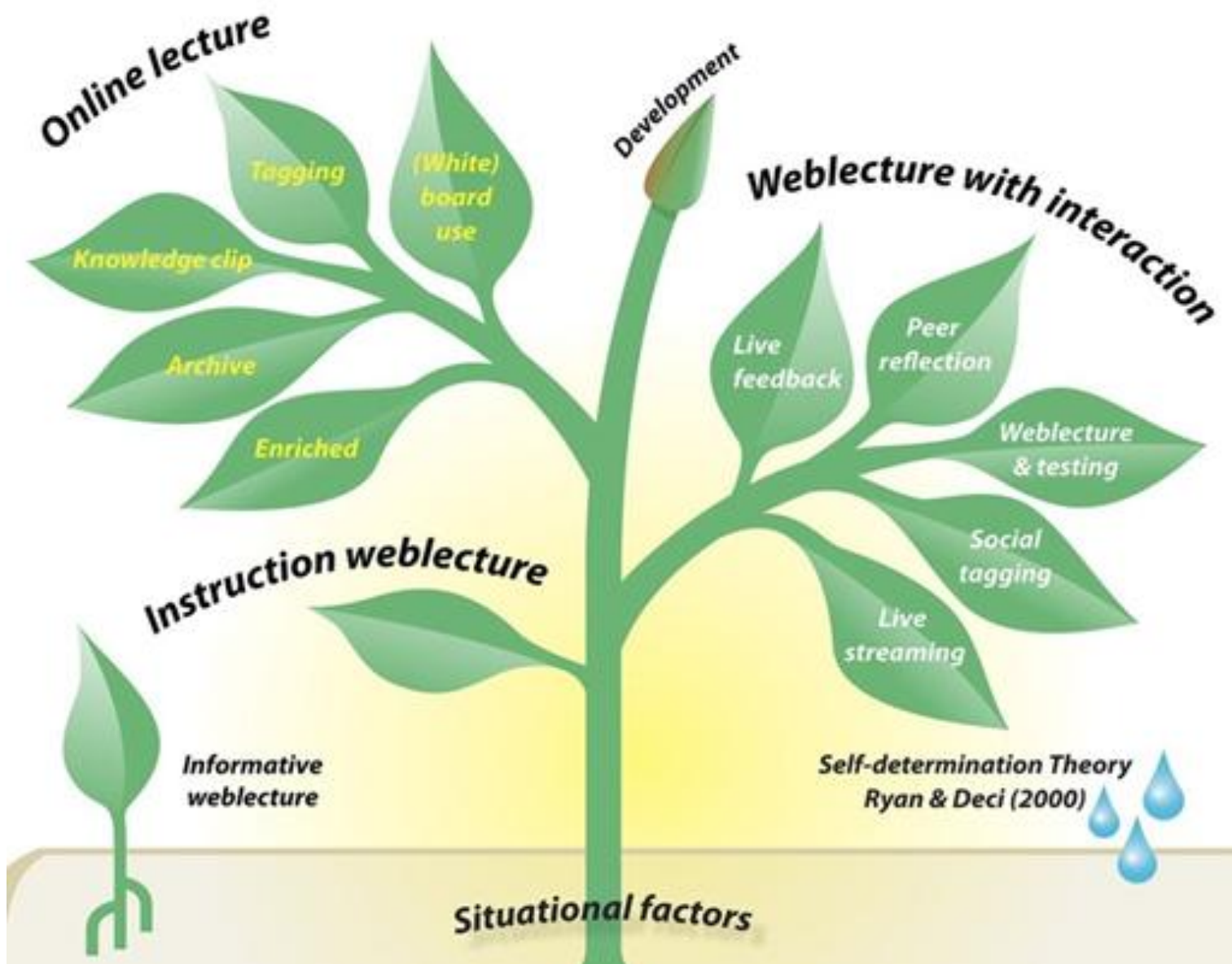


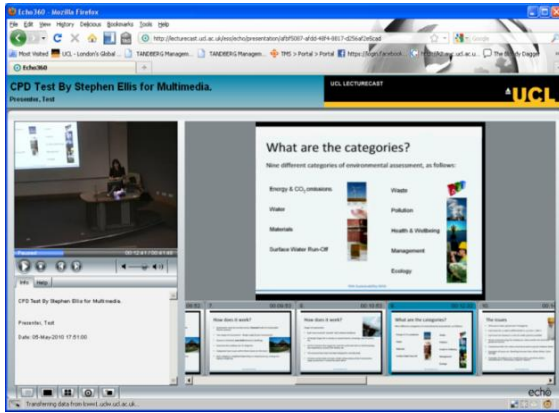
Sanne Gratama van Andel
Joke Marinissen

Weblectures for better learning: How it works



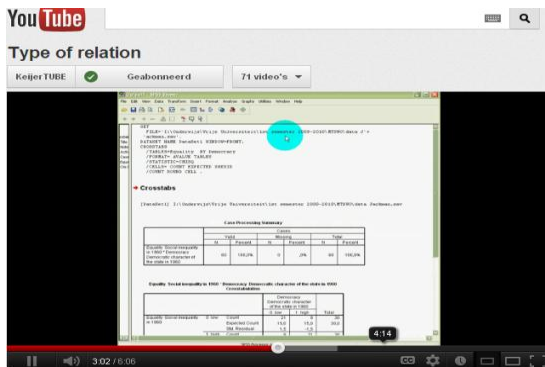
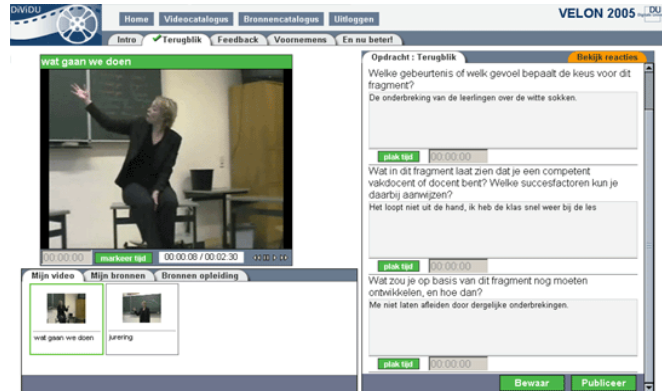
Questions ?
Ask Leo de Jong
Email: joke.marinissen@wur.nl





Open in SURF-media

Tweet Email



PENCAST: INTERACTIVE NOTES



Weblectures vrije Universiteit amsterdam 

Select | Search | Recently Added | My Bookmarks Text size | Read out loud



mediasite

00:33:58 / 01:32:32

Suggested reading

Original affluent society
http://en.wikipedia.org/wiki/Original_affluent_society

Current anthropology
 Tijdschrift artikel: Bird David, N uit: Current anthropology, vol. 33 (1992) 25-

Stone age economics / Marschal Sahlin
 Link uit: catalogus naar papieren versie in bibliotheek UVU: Stone age economics / Marschal Sahlin

Related learning content

BBC  **Evolution**

Search

Trefwoord:



YouTube EDU Search YouTube EDU: Search

Videos and Channels from our college and university partners.

Directory **Most Subscribed** **Most Viewed** See More

Channel	Videos	Views
	3,838	79,475
	368	21,256
	3,391	21,014
	1,038	20,027
	151	10,375
	257	9,829

When: **This Month**

Most Viewed See More

Video Title	Duration	Views
Lecture - 1 Solution of ODE of F...	03:30	23,542 views
UCTV July 2009 Highlights	1:12	9,177 views
Lecture - 1 Geographic	28:10	5,754 views
Course Introduction to MIT 1.061...	6:09	5,431 views
Tentacled snake in action	6:01	4,839 views
The Descent of Finance	13:13	4,208 views
Lecture - 1 Introduction to	02:28	2,840 views
Lecture - 1 Introduction to	01:42	2,785 views
Dartmouth welcomes President Jim...	7:17	2,739 views
Dinosaur Burrow: Oldest evidence...	1:53	2,588 views

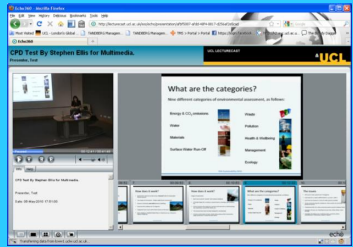
When: **This Month**

iTunes U Courses Now Available

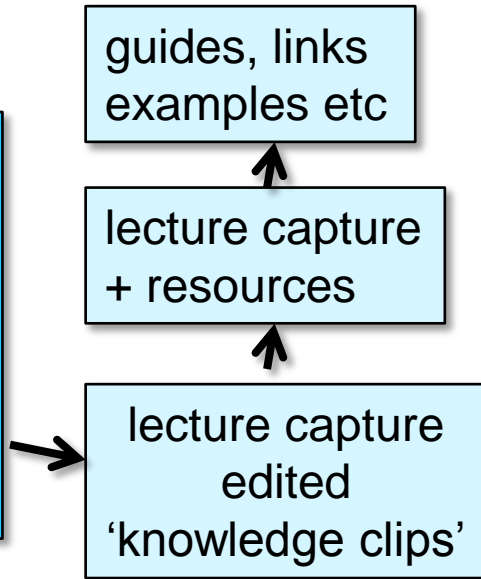
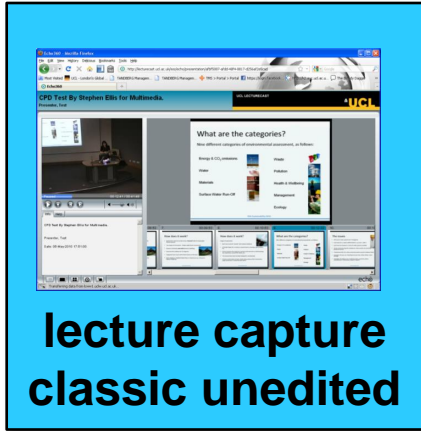
Universities & Colleges Beyond Campus K-12

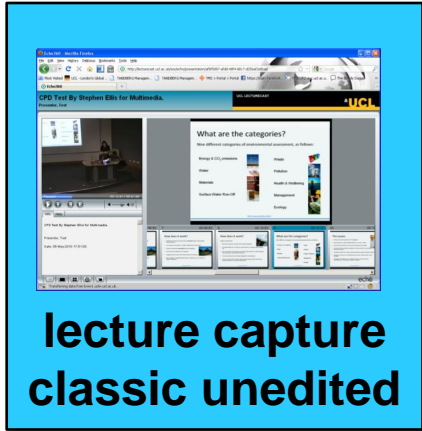
New Courses



**lecture capture
classic unedited**





guides, links
examples etc

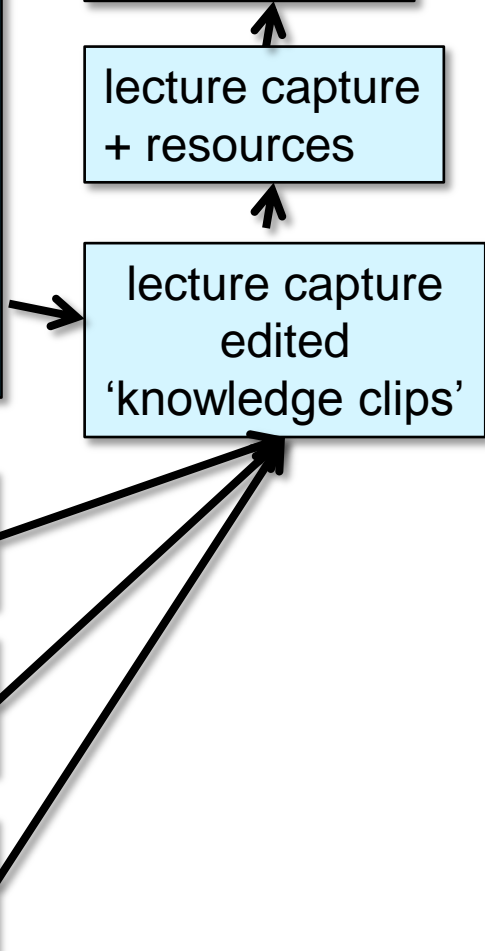
lecture capture
+ resources

lecture capture
edited
'knowledge clips'

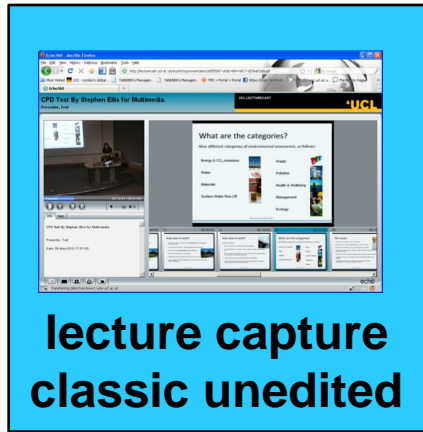
studio-made
clips

screencasts
tabletcasts

third party
video



ASYNCHRONOUS - INDIVIDUAL



guides, links
examples etc

lecture capture
+ resources

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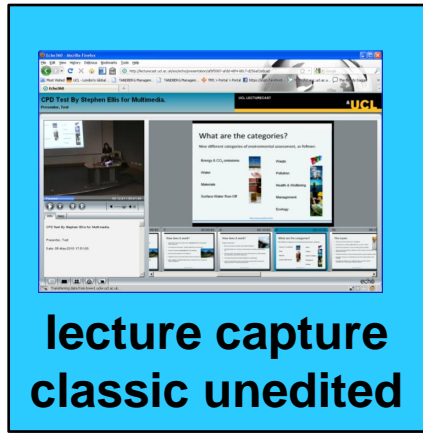


SYNCHRONOUS - ONLINE GROUP

- discussion
- quizzes
- tasks
- tagging
- polling
- etc



ASYNCHRONOUS - INDIVIDUAL



guides, links
examples etc

lecture capture
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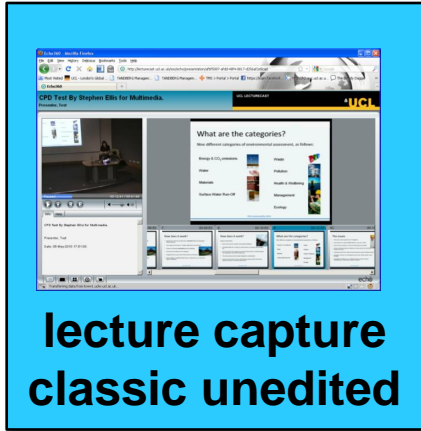


SYNCHRONOUS - LIVE CLASS

- live events
- virtual class
- PBL
- modelling
- labs
- fieldwork
- etc



ASYNCHRONOUS - INDIVIDUAL



guides, links
examples etc

lecture capture
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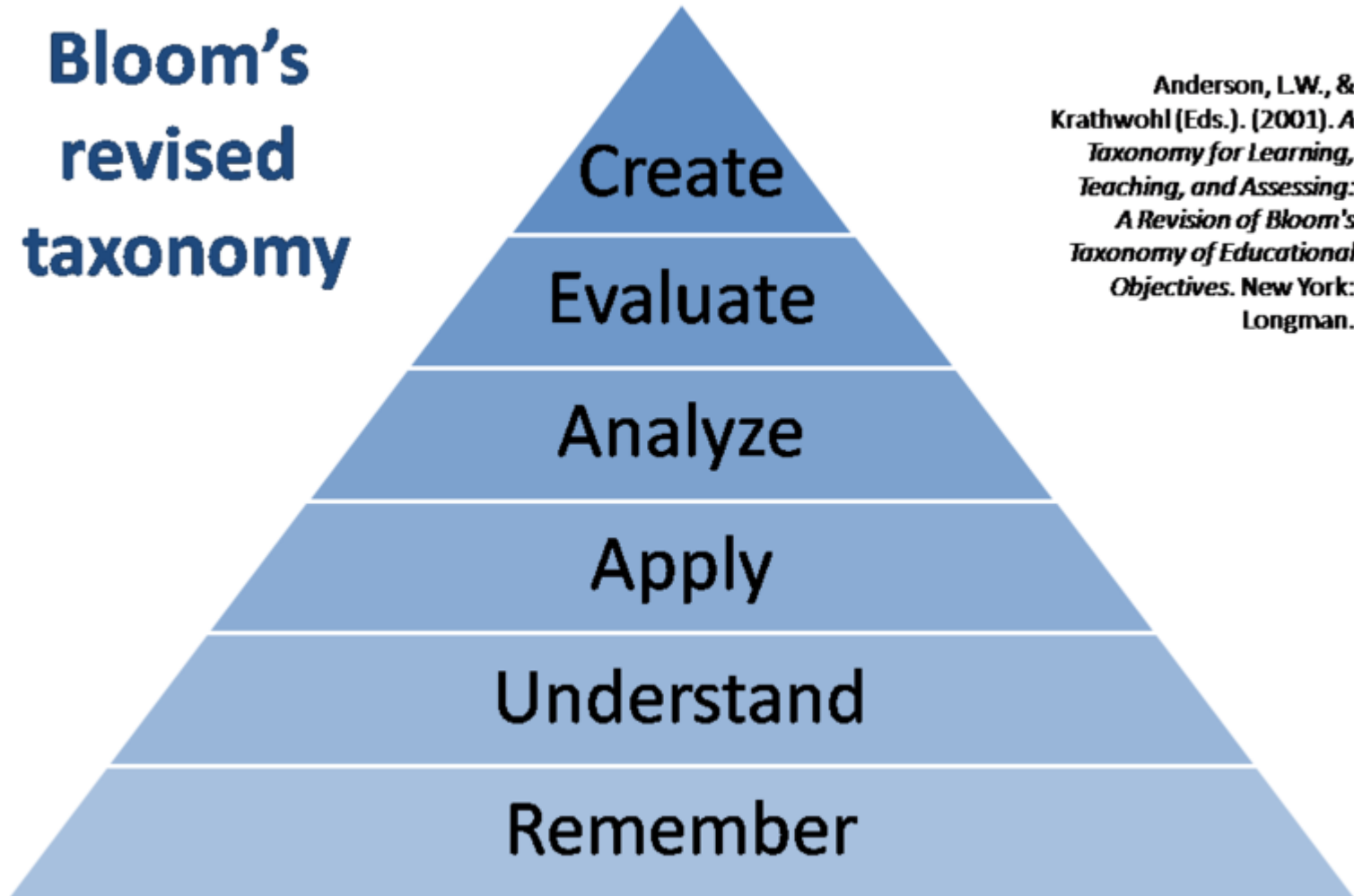
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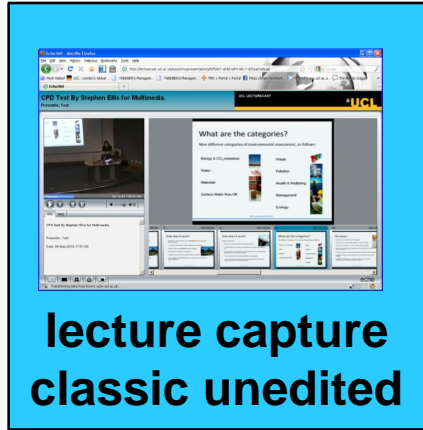
← FLIPPING →

**Bloom's
revised
taxonomy**



Anderson, L.W., &
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Taxonomy of Educational
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Longman.

ASYNCHRONOUS - INDIVIDUAL



guides, links examples etc

lecture capture + resources

lecture capture edited 'knowledge clips'

studio-made clips

screencasts
tabletcasts

third party video



SYNCHRONOUS - ONLINE GROUP

- discussion
- quizzes
- tasks
- tagging
- polling
- etc



SYNCHRONOUS - LIVE CLASS

- live events
- virtual class
- PBL
- modelling
- labs
- fieldwork
- etc



← FLIPPING →

Understand
Remember

Analyze
Apply

Create
Evaluate

Remembering/Understanding

Lecture capture *from start- to end (classic)*

Self produced

Weblecture

Slidecasts

(partly) Re-used

e.g. iTunes U
YouTube edu

e.g. Academic Earth
Videolectures.net

cutting

Knowledge clips

Self produced

Screencast

Flipcamera

Studio-
based

(partly) Re-used

e.g. iTunes U
YouTube edu

e.g. Academic Earth
Videolectures.net

producing

Applying/Analyzing

Lecture capture *(classic/chapters)*

+

Quizes
Tasks
Discussions
Tagging
Polling

Instruction clips

+

Tasks
Assessment

Self produced

Tutorial

Studio-
based

(partly) Re-used

e.g. Screencast-
o-matic and MIT
OCW

Evaluating/Creating

Live lecture capture or video conferencing *High level of interaction*

Self produced

Webinar

Virtual
classroom

Student generated content

Screencast

Fieldwork

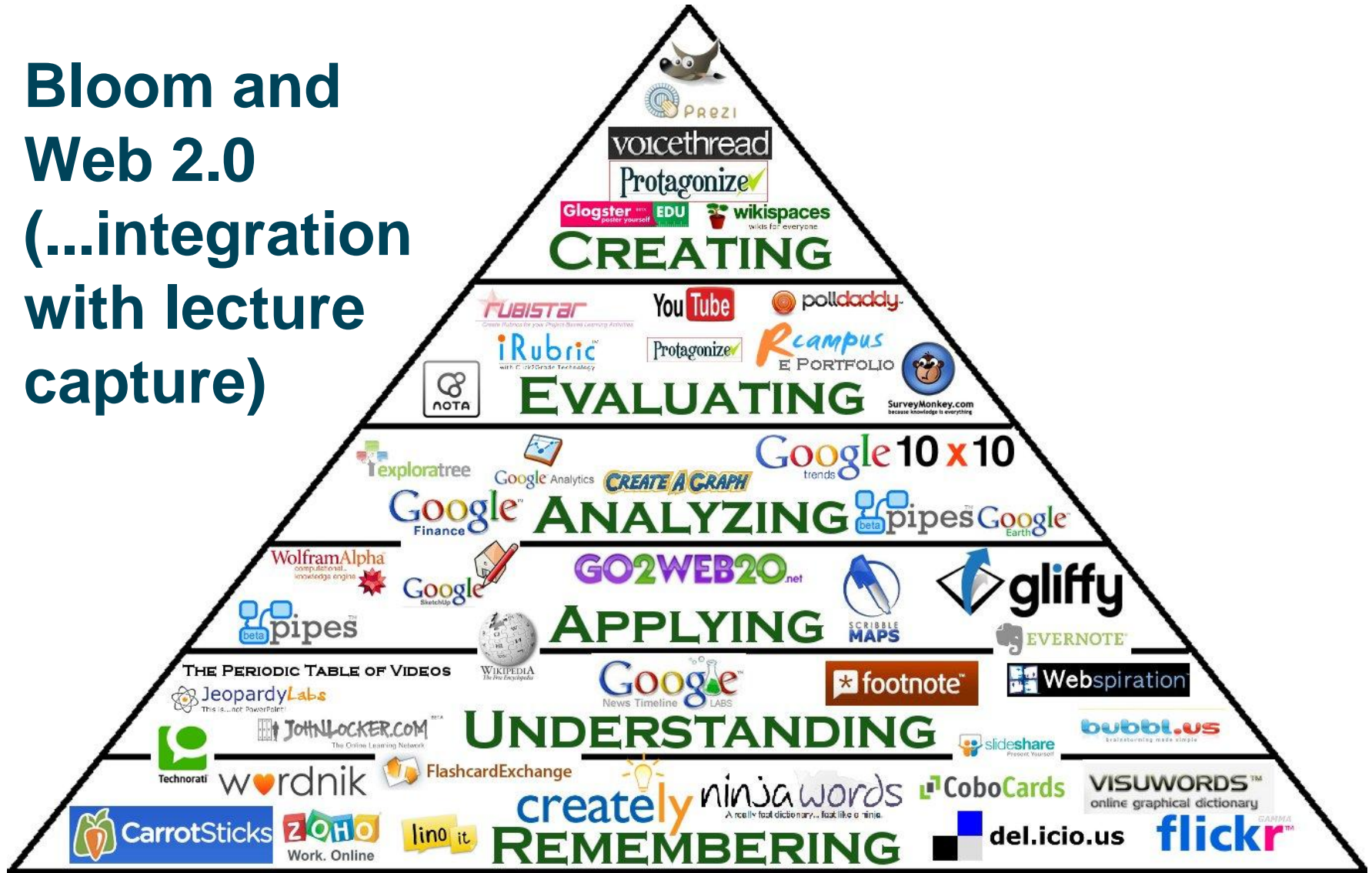
Studio-
based

Enriched
(with objects)

Enriched
(with tasks)

← FLIPPING THE CLASSROOM →

Bloom and Web 2.0 (...integration with lecture capture)



To interactivity and beyond!



Role of the student [after Chris O'Hagan]

- **Sit back** film and TV
- **Sit forward** internet video
- **Stand up** 'social video' – **commenting and contribution** – lecture capture not an archive but an active resource, open to debate.



What next?



❖ Join: <http://www.rec-all.info/>

❖ Join: <http://vital-sig.ning.com/>

❖ Follow: <http://www.scoop.it/t/rec-all>

❖ Contact: c.p.l.young@ucl.ac.uk





How to move beyond lecture capture: pedagogical guide

Clive Young & Sylvia Moes

<http://www.rec-all.info>

