

Developing Frameworks for the use of digital video in teaching

CITE Seminar

Hong Kong University, 30th October 2007

Kevin Burden: The University of Hull



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Background: JISC (Joint Information Services Committee)

Infrastructure -e.g. network/Janet

Digital collections -

User research

e-pedagogy and learning

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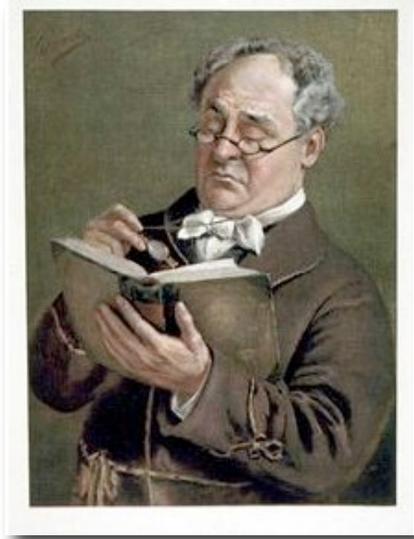
Assisted Take Up Projects

- Demonstrate potential of resources through exemplars
- Seed interest and activity amongst ‘champions’
- Generate sustainable models and templates

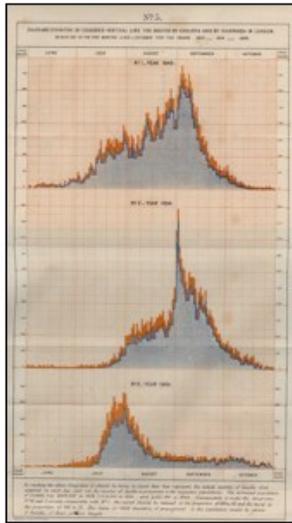
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Newspapers Digitisation Project : British Newspapers 1800-1900



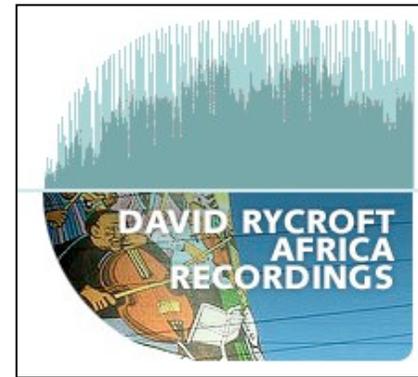
Online Historical Population Reports



Page 6

	TOTAL of PERSONS.
REGULAR FORCES, FENCIBLES, and MILITIA, on March 10th, 1801 -	186,733
ARTILLERY and ENGINEER FORCES - - - - Ditto - - -	11,618
SEAMEN and MARINES in the Royal Navy - - - - Ditto - - -	106,128
MARINES at Head Quarters - - - - - - - - - - Ditto - - -	20,151
SEAMEN employed under the Board of Customs - - - Ditto - - -	897
SEAMEN employed in Registered Trading Vessels - - - Ditto - - -	143,661
	469,188

British Library : Archival Sound Recordings



18th Century British Parliamentary Papers

18th Century British Parliamentary Papers



Timeline

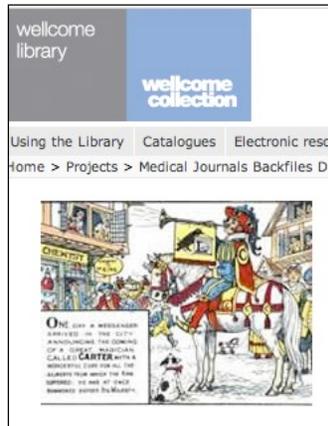
Timeline of notable events from the Bill of Rights until the fire at the Palace of Westminster

1688	Bill of Rights	1765	Stamp Act imposed a tax on all American colonists for every piece of printed paper
1698	Act establishing the English Company Trading to the East Indies	1776	American Declaration of Independence
1700	Act of Union with Scotland	1778	First exhibition of paintings by Joseph Wright at the Royal Academy
1701	Act of settlement to ensure the succession to the English throne	1778	Taxation of colonies
1706	Turnpike Act – First Trust set up by Parliament	1783	William Pitt the younger becomes Prime Minister
1713	Treaty of Utrecht ends a decade of war in Europe	1787	Parliament agrees to send convicts to New South Wales
1718	Smallpox inoculation introduced to England	1793	Britain goes to war with France
1720	Bubble Act limited the flotation of small joint stock enterprises	1800	Act of Union with Ireland
1721	Sir Robert Walpole becomes Prime Minister	1805	Battle of Trafalgar
1726	John Harrison invents a compensating balance for clocks	1807	Britain abolishes slave trade
1733	Molasses Act to encourage trade of sugar colonies in America	1815	Corn laws introduced to protect British agriculture
1737	Stage Licensing Act provided the Lord Chamberlain with the power to approve any play before it was staged	1815	Duke of Wellington defeats Napoleon at Waterloo
1740	George Anson circumnavigation of the globe	1832	First Reform Act
1750	Calendar Act (new style)	1833	Factory Act reforms working hours for women and children
1753	Hardwicke Marriage Act	1834	Great fire at the Palace of Westminster 16 October destroying collections of parliamentary manuscripts
1757	Indian Province of Bengal passes into British jurisdiction		



Comparative view of the inland navigations of England and Ireland showing their relative extent and importance together with the existing lines of steam navigation between English and Irish ports Third Report of evidence from the Select Committee on the state of the poor in Ireland. Sessional Papers of the House of Commons 1830(665)VI.473.

Medical Journals : Backfiles



Medical History

THE WELLCOME TRUST CENTRE FOR THE HISTORY OF MEDICINE AT UCL
JOURNAL HOMEPAGE

[Journal List](#) > [Med Hist](#) > **v.49(1); Jan 1, 2005**

Med Hist. 2005 January 1; 49(1): 29–54.
[Copyright](#) © Alice Reid 2005

The Effects of the 1918–1919 Influenza Pandemic on Infant and Child Health in Derbyshire

ALICE REID, PhD*

*Cambridge Group for the History of Population and Social Structure, Department of Geography, Sir William Hardy Building, Cambridge CB2 3EN

In early 1919 my father, not yet demobilized, came on one of his regular, probably irregular, furloughs to Carisbrook Street to find both my mother and sister dead. The Spanish Influenza pandemic had struck Harpurhey. There was no doubt of the existence of a God: only the supreme being could contrive so brilliant an afterpiece to four years of unprecedented suffering and devastation. I apparently, was chuckling in my cot while my mother and sister lay dead on a bed in the same room.¹

Med Hist

Newsfilm Online



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- Health
- Labour
- Lifestyle
- Money
- Politics
- Science
- Society
- Sports
- Weather
- And finally

See the news of the twentieth century online

Cricket : 4th Test/Opening day
ITV mid-evening news, 26 July, 1956
 Test cricket: match report of opening day's play from Old Trafford, Manchester where England were playing against Australia.

Time: 01:47
Play
12.3Mb
Play
10.1Mb
Help
0 comments

A State of Armed Conflict
British Paramount News, Issue No 2660, 5 November, 1956

Time: 04:02
Play
26.4Mb
Play
22.3Mb
Help

Notting Hill Riot Special
ITN News, 5 September, 1958

On 30-31 August 1958 London's Notting Hill witnessed serious race rioting. There was some alarm in the country at large. In a report prepared for a main evening news bulletin ITN's Reginald Bosanquet investigated the local black population's views on race relations in Notting Hill. He was joined in the report by the black journalist, Ernest Ickle, who sought to discover what local white residents felt.

Time: 05:26
Play
35.5Mb
Play
30Mb
Help

Events

There are no upcoming events

Jon Snow Says
"Newsfilm Online is going to be an invaluable resource"

About Newsfilm Online

Newsfilm Online will offer access to television news content to users throughout UK higher and further education. The news film will be delivered in downloadable form.

[More:About Newsfilm Online](#)

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The Newsfilm Online Collections

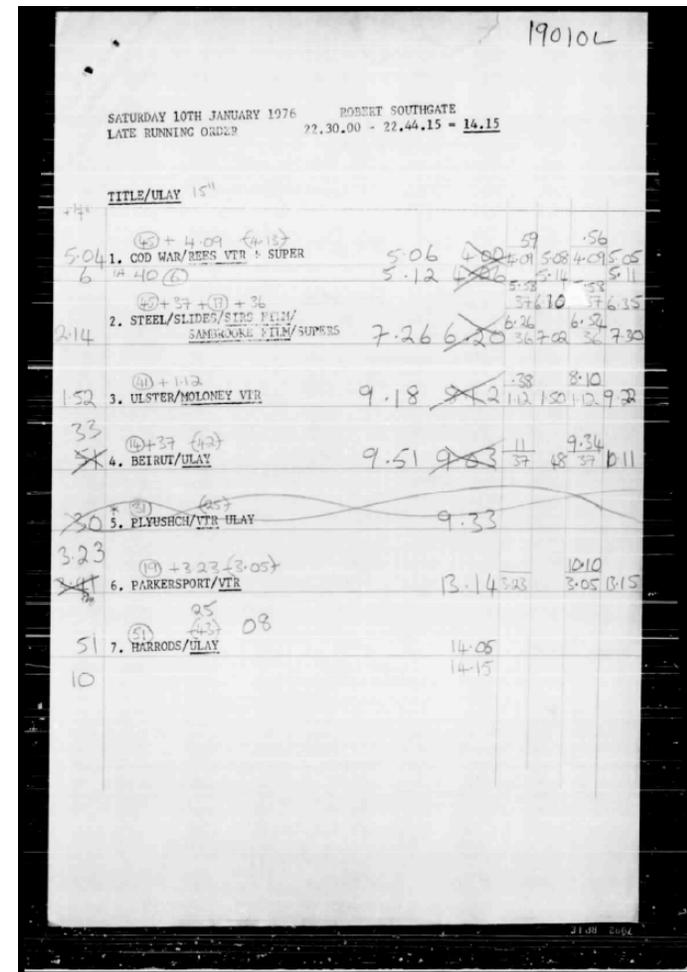


3000 hours of material

65,000 segments

segmented clips &
raw footage

Windows (wmv) &
Quicktime format
some scripts



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The Newsfilm Online Collections

JISC



Gaumont Graphic
1910 -1932



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The Newsfilm Online Collections

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Gaumont British
News, 1934 - 1959



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JISC



Greatest of Zeppelins
burns at moment of land-
ing at Lakehurst with loss
of scores of lives.

Paramount News



British Paramount
News, 1931 - 1957



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The Newsfilm Online Collections

JISC



Visnews and
Reuters
(raw material)



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The Newsfilm Online Collections

JISC



Roving Report, ITN



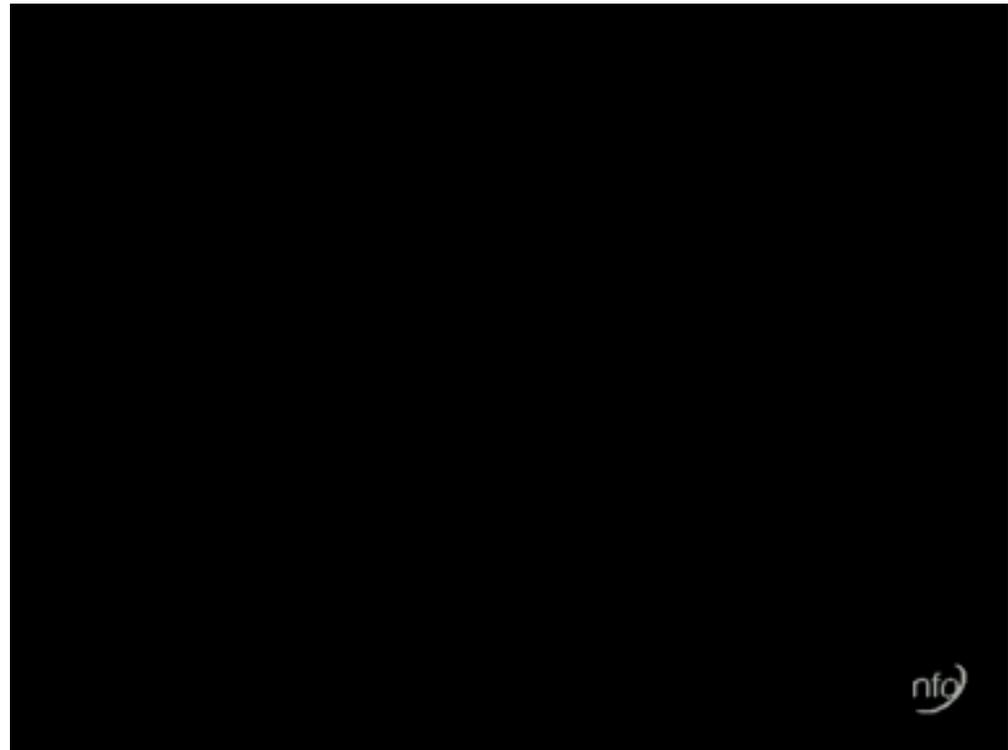
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The Newsfilm Online Collections

JISC

ITN News Special



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The Newsfilm Online Collections

JISC

ITN Collections



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The Newsfilm Online Collections

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ITN News



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Decade	Year	Theme	Subject	Story Title
1920s	1921	Labour	Customs & Tradition	England's Oldest Gipsy
1930s	1922	Lifestyle & Leisure	Death & Dying	Rice Growers Offer Unique Pra
1940s	1923	Politics	Defence	
1950s	1924	Religion & Belief	Emergency Planning	
1960s	1925	Science & Technology	Festive Event (Including Car	
1970s	1926	Social Issue	Financial & Business Service	
1980s	1927	Sport	Fire	
1990s	1928	Unrest, Conflicts & War	Gastronomy	
2000s	1929	Weather	Government	
			Imperial & Royal Matters	

Subject: Customs & Tradition

A particular way of behaving, or observances that have developed over time by a group of people

Prev (1-2 of 2) Next



Rice Growers Offer Unique Prayers for Bigger Crops
Farmers enlist aid of prettiest dancers in plea to gods. Sumiyoshi, Japan.

Date: 1926-09-08
Publisher: Reuters
Views: 0



England's Oldest Gipsy
After the funeral of Plato Buckland aged 102, his caravan home was, according to custom, destroyed by fire.

Date: 1926-09-30
Publisher: Reuters
Views: 0

Prev (1-2 of 2) Next

Related Articles

- Leeds Tercentenary Celebrations
- Eucharist Congress Ends
- Theosophists Garden Party
- Archbishop Van Roey
- The Royal Christening
- Cardinal Mercier
- State Funeral of...

How might these resources be used?

video placeholder



‘Non optimal uses of video’

no clearly identified instructional purpose

no use of pause, rewind or review

used to ‘manage’ large group situations

teachers mentally disengage during viewing

use of video as a ‘reward’

video placeholder

use of video only as an ‘attentional hook’

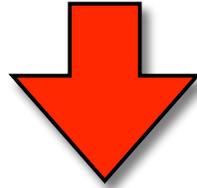
use as a control for student behaviour

(R.Hobbs, *Learning, Media & Technology*, vol. 31, no.1, Mar 2006

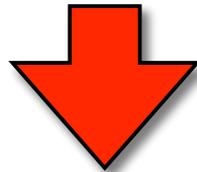


How might these resources be used?

Hypothesis: users will seek 'content' they teach

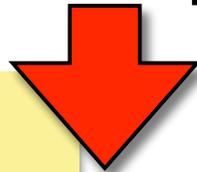


content driven



discipline specific

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limited transfer and use

What does the literature suggest?

video = 'low profile' as teaching tool in HE



'narrative format' - not interactive (Laurillard)



lack of advice for identifying suitable resources (Shepherd)



'presentational' mindset (Young & Asensio)

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'procedural' rather than 'declarative' (Boyle)

Typologies and frameworks for the use of video

Young and Asensio: 'Three I's Framework'



Karpinnen, 2006



Laurillard (2006)

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'conversational framework' (Laurillard)



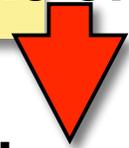
1st order knowledge (everyday experience/ knowledge)



2nd order knowledge - working on representations of the world



'mediated learning' - role of the teacher: to enable learning



2nd order knowledge - relies heavily on symbolic representation

Teaching as a rhetorical experience

‘seeking to persuade students to change the way they experience the world through an understanding of the experiences of other (Laurillard, p.23)

image placeholder



Video archives as a 'representation of the world'

requires the design of learning activities which engage students in 'representations of the world' not just content

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Interactive Video for Learning Framework

Learning Spaces (contexts)	Mobile spaces																				
	Virtual space																				
	Independent																				
	Practical space																				
	Small space																				
	Large Space																				
		Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing	2. Storytelling	3. Collaborative	Predicting	Synthesising	Visualising ideas	Analysis	5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking			
		1. Stimulus							4. Developing Ideas												
		Learning Designs																			

Learning Spaces (cc)	Independent												
	Practical space												
	Small space												
	Large Space												
		Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing							
		1. Stimulus				2. Storytelling							
							3. Collaborative						
								Predicting	Synthesising	Visualising ideas	Analysis		
								4. Developing Ideas					
												5. Problem-solving	
													6. Authoring

Learning Designs



1. Stimulus

Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing
1. Stimulus				



‘topping and tailing’

1. Stimulus

Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing
1. Stimulus				



‘what happened next’

1. Stimulus

Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing
1. Stimulus				



observational -

1. Stimulus

Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing
1. Stimulus				



observational -

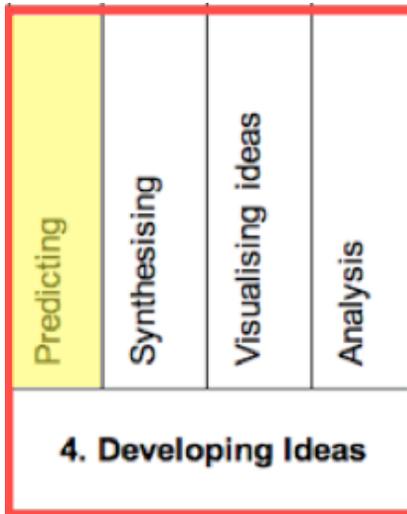


Learning Spaces (cc)	Independent													
	Practical space													
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			Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing	2. Storytelling	3. Collaborative	Predicting	Synthesising	Visualising ideas	Analysis	5. Problem-solving
		1. Stimulus							4. Developing Ideas					

Learning Designs



4. Developing Ideas (thinking skills)



Predict ⇒ Observe ⇒ Explain (POE)



4. Developing Ideas (thinking skills)

Predicting	Synthesising	Visualising ideas	Analysis
4. Developing Ideas			



Analysis



Learning Spaces (cc)	Independent																					
	Practical space																					
	Small space																					
	Large Space																					
		Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing	2. Storytelling	3. Collaborative	Predicting	Synthesising	Visualising ideas	Analysis	5. Problem-solving	6. Authoring								
		1. Stimulus							4. Developing Ideas													

Learning Designs



5. Problem Solving

5. Problem-solving



Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas				5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking

Learning Designs

Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas				5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking

Learning Designs

Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas				5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking

Learning Designs

8. Independent learning/research

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8. Research



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Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas				5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking

Learning Designs

Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas				5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking

Learning Designs

9. Media Literacy

9. media literacy



Predicting									
Synthesising									
Visualising ideas									
Analysis									
4. Developing Ideas	5. Problem-solving	6. Authoring	7. Empathy	8. Research	9. media literacy	10. Figurative thinking			

Learning Designs

10. Figurative thinking

10. Figurative thinking



video as analogy/metaphor

