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Title	Developing Frameworks To Encourage Learners In Higher Education To Think More Critically When Using Digital Video Archives
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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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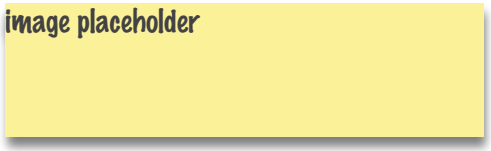
Background: JISC (Joint Information Services Committee)

Infrastructure -e.g. network/Janet

Digital collections -

User research

e-pedagogy and learning



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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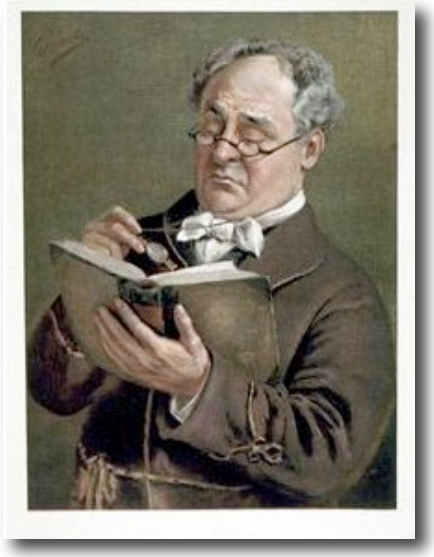
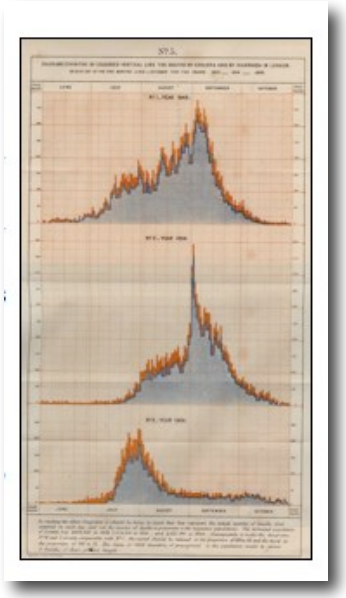
Newspapers Digitisation Project : British Newspapers 1800-1900



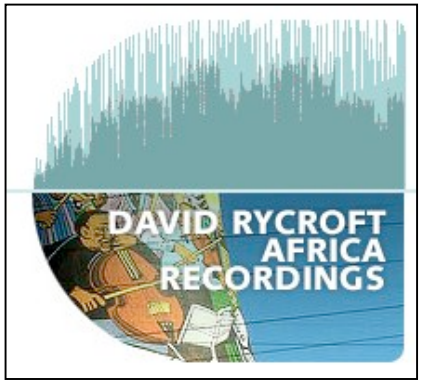
Online Historical Population Reports



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

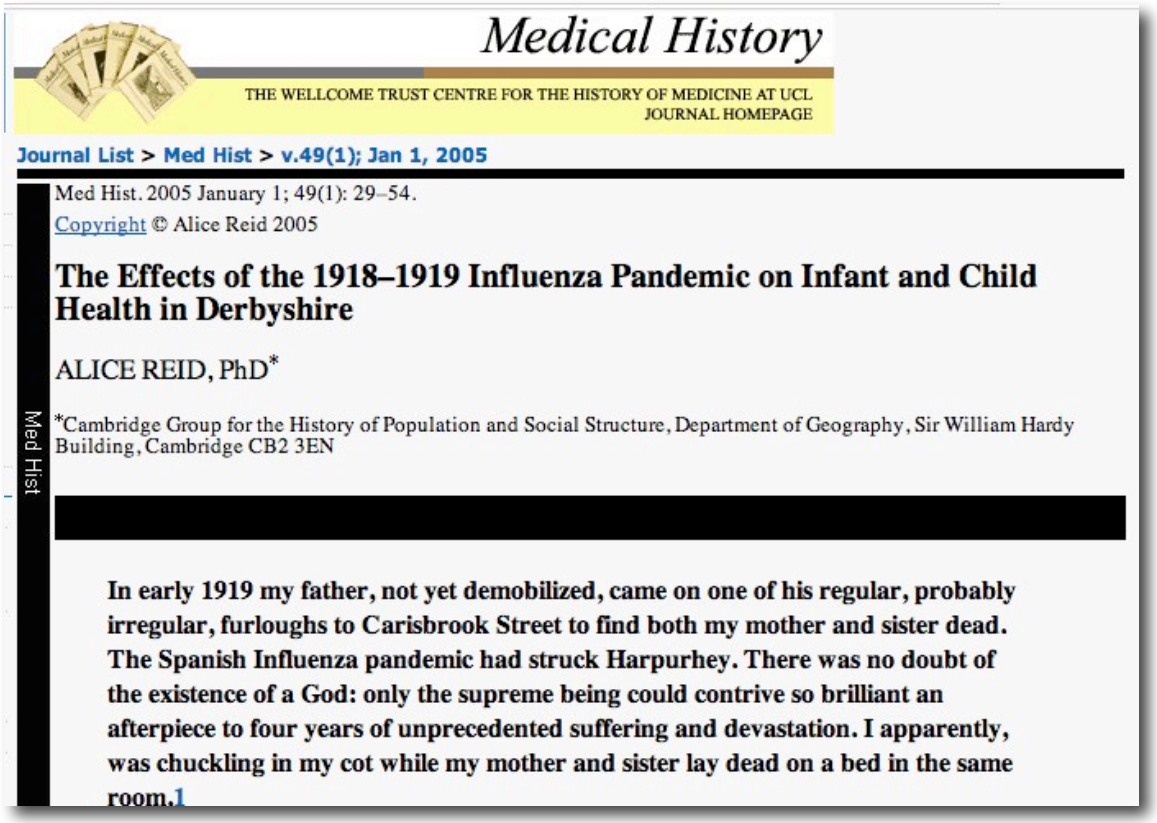
Timeline

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

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

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)VII.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.

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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

Med Hist

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

Newsfilm Online

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newsfilm online

The Newsfilm Online Collections

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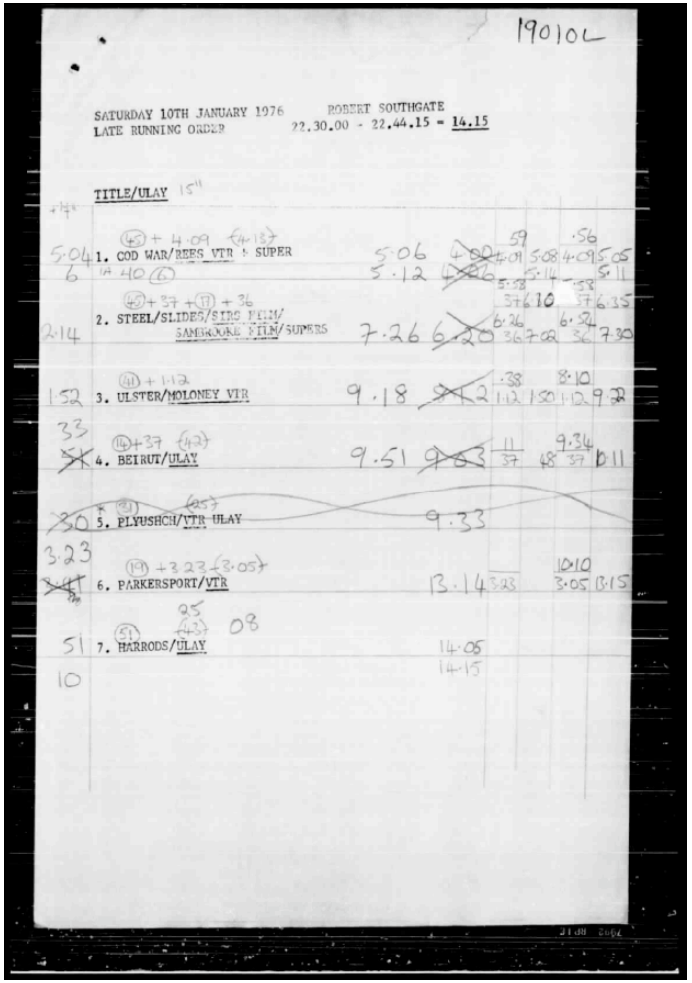
3000 hours of material

65,000 segments

segmented clips &
raw footage

Windows (wmv) &
Quicktime format

some scripts



The Newsfilm Online Collections

JISC

Gaumont Graphic
1910 -1932

The Newsfilm Online Collections

JISC

Gaumont British News,1934 -1959

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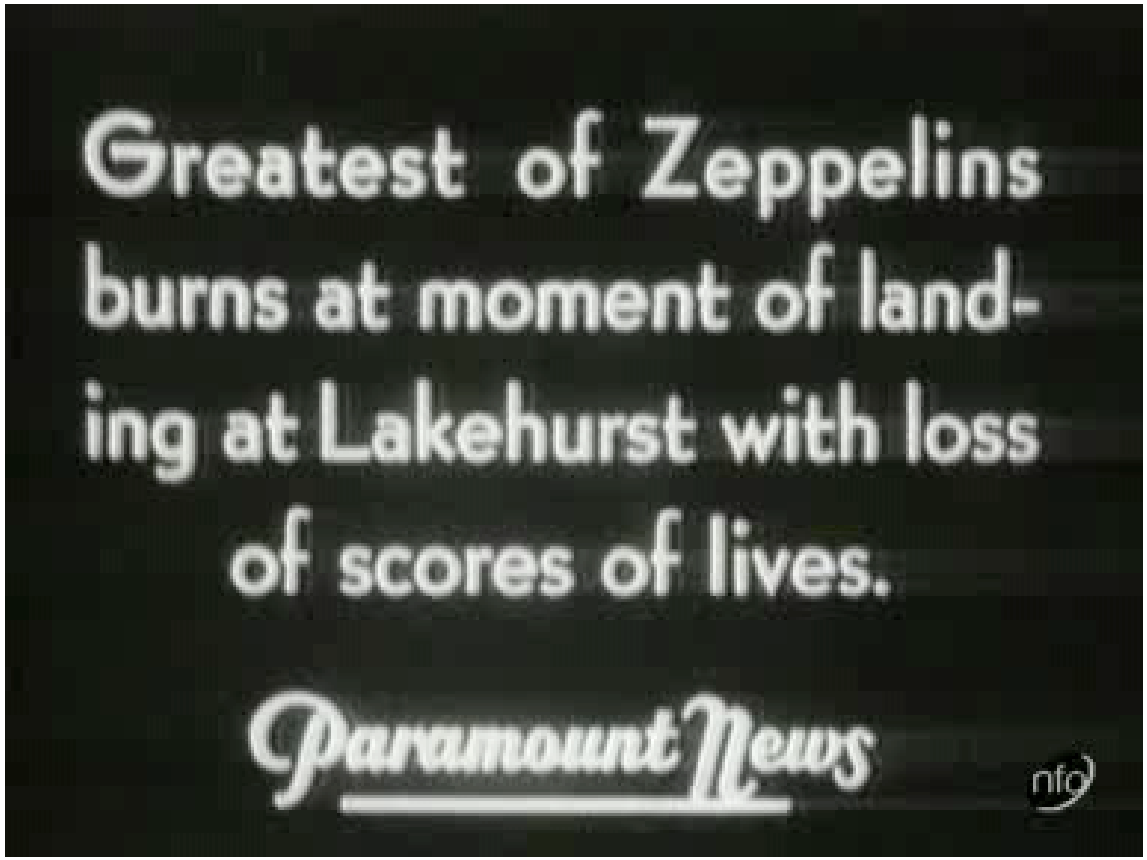
nfo newsfilm online

The Newsfilm Online Collections

JISC



British Paramount News,1931 -1957

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The Newsfilm Online Collections

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VISNEWS

Visnews and
Reuters
(raw material)

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The Newsfilm Online Collections

Roving Report, ITN

The Newsfilm Online Collections

JISC

ITN News Special

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newsfilm online

The Newsfilm Online Collections

JISC

ITN Collections

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newsfilm online

The Newsfilm Online Collections

JISC

ITN News

itv

five

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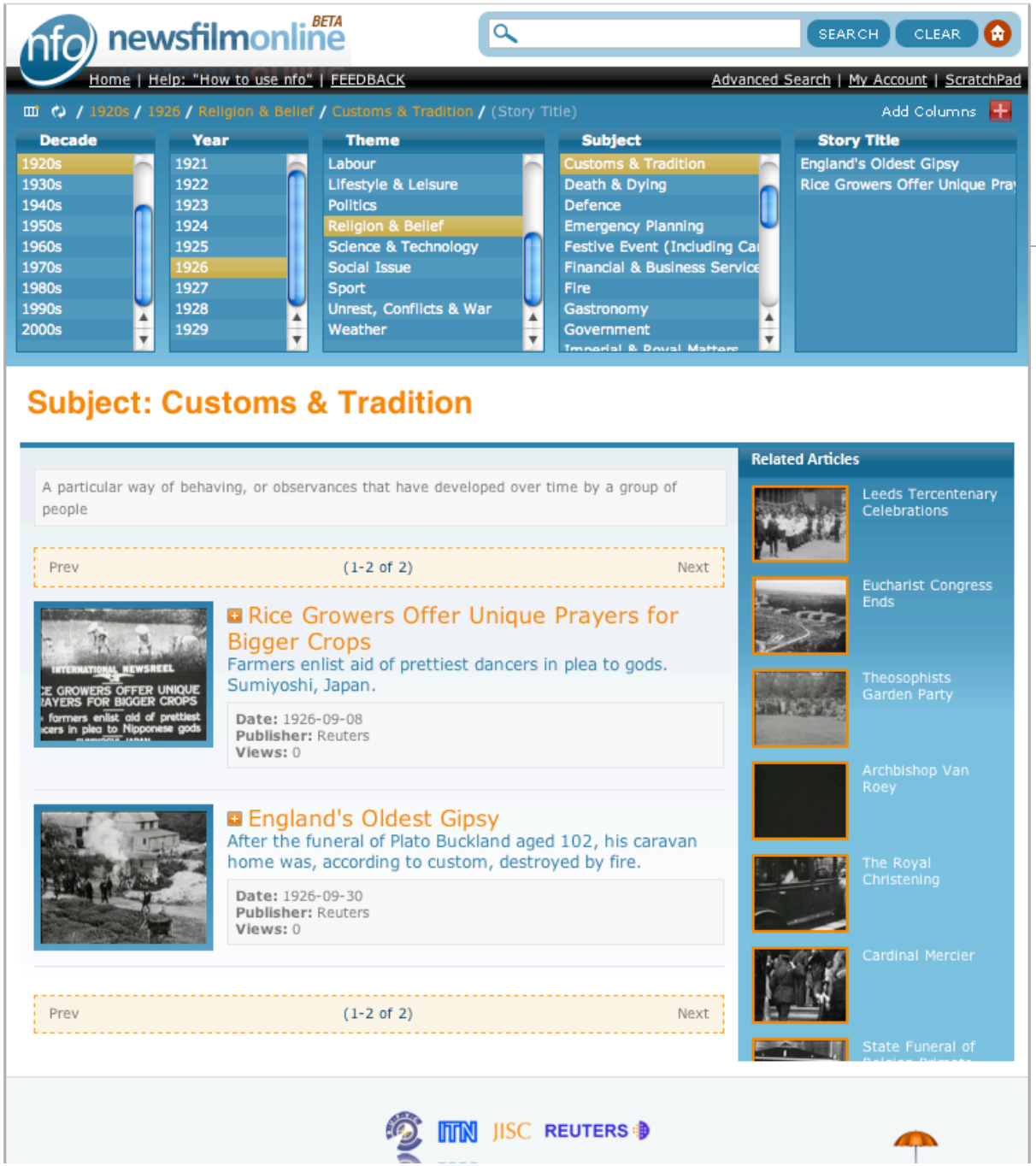

JISC

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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’

use of video only as an ‘attentional hook’

video placeholder

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 '<u>content</u>' they teach

content driven

discipline specific

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)

image placeholder

‘procedural’ rather than ‘declarative’ (Boyle)

Typologies and frameworks for the use of video

Young and Asensio: ‘Three I’s Framework’

Karpinnen, 2006

Laurillard (2006)

image placeholder

‘conversational framework’ (Laurillard)

1st order knowledge (everyday experience/ knowledge)

2nd order knowledge - working on representations of the world

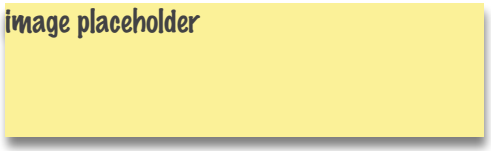
image placeholder

‘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)



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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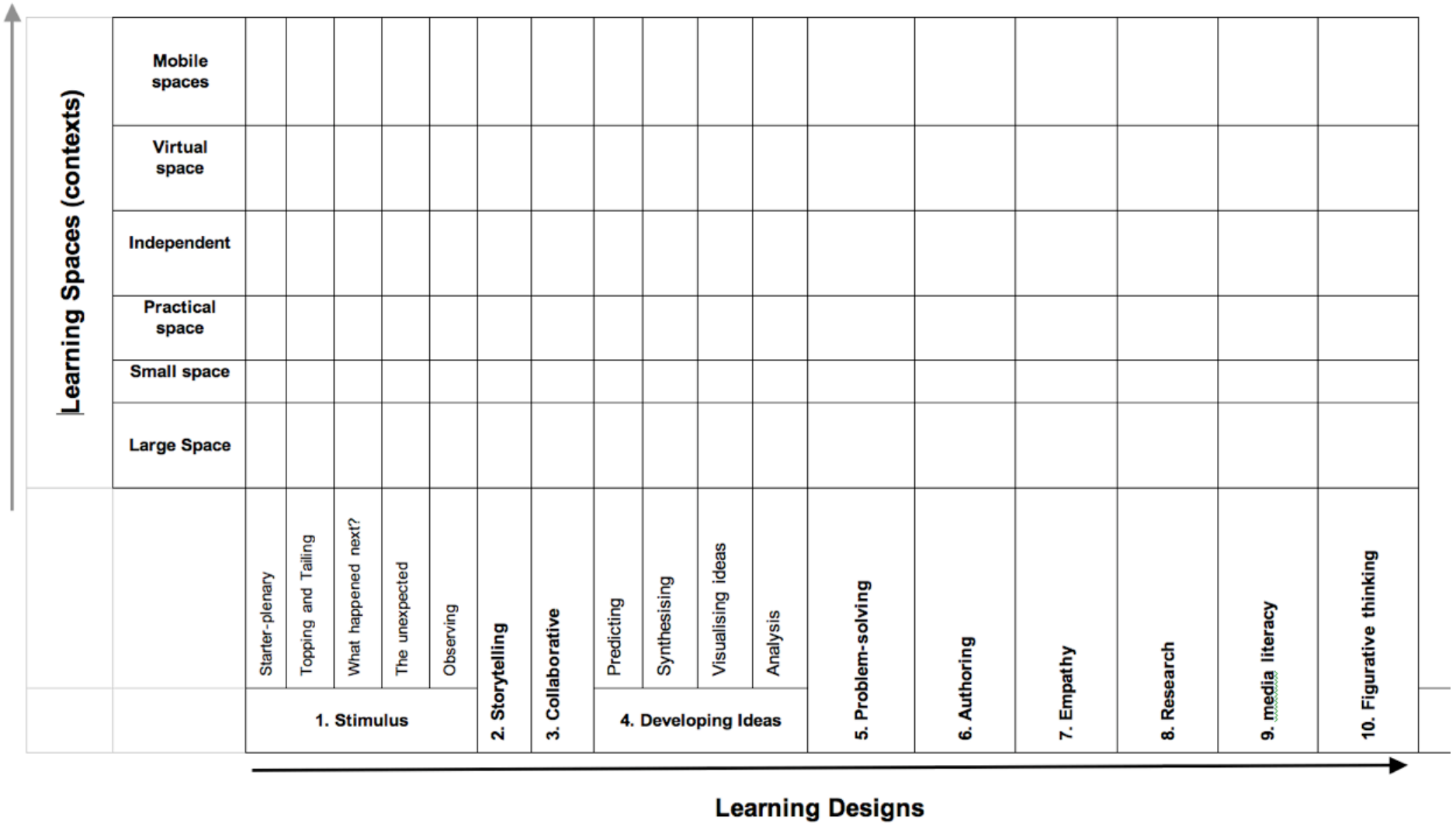
Interactive Video for Learning Framework



	Learning Spaces (contexts)					
	Large Space	Small space	Practical space	Independent	Virtual space	Mobile spaces
Starter-plenary						
Topping and Tailing						
What happened next?						
The unexpected						
Observing						
telling						
borative						
Predicting						
Synthesising						
Visualising ideas						
Analysis						
lem-solving						
oring						

Interactive Video for Learning Framework

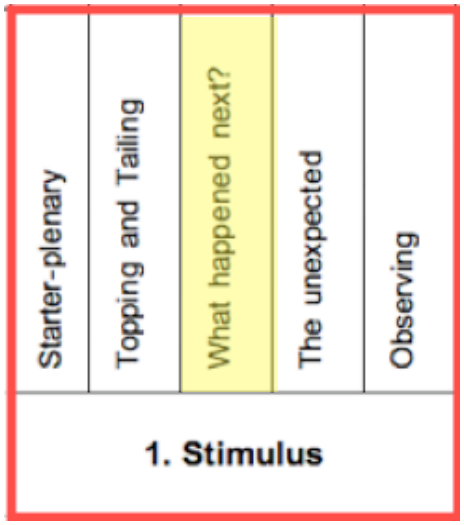
Learning Spaces (cc														
	Independent													
	Practical space													
	Small space													
	Large Space													
		Starter-plenary	Topping and Tailing	What happened next?	The unexpected	Observing	2. Storytelling	3. Collaborative	Predicting	Synthesising	Visualising ideas	Analysis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

Learning Designs

1. Stimulus

'topping and tailing'

1. Stimulus



‘what happened next’

1. Stimulus

observational -

1. Stimulus

JISC

observational -

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
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Learning Designs

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

Learning Designs

Learning Spaces (cc														
	Independent													
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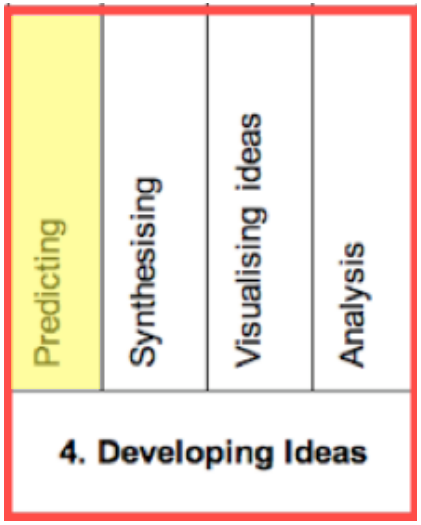
Learning Designs

4. Developing Ideas (thinking skills)



Predict ⇨ Observe ⇨ Explain (POE)

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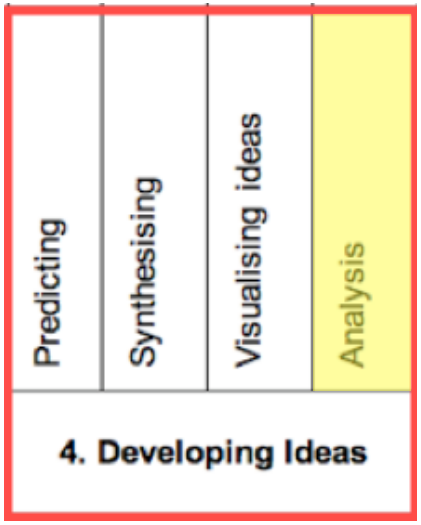
newsfilm online

4. Developing Ideas (thinking skills)



Analysis

Learning Spaces (co														
	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

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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

Learning Designs

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

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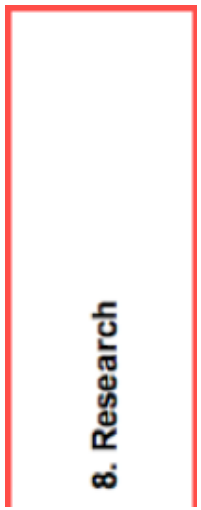
8. Independent learning/research



Predicting
Synthesising
Visualising ideas
Analysis

4. Developing Ideas

5. Problem-solving

6. Authoring

7. Empathy

8. Research

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Learning Designs

Predicting
Synthesising
Visualising ideas
Analysis

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Learning Designs

9. Media Literacy

JISC

9. media literacy

Predicting
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Learning Designs

10. Figurative thinking

JISC

10. Figurative thinking

video as analogy/metaphor

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