



# University of HUDDERSFIELD

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Multimedia contributions to e-learning projects

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# NCRM E-Learning Event, 10<sup>th</sup> November 2009

## QUIC, Christina Silver & Graham Gibbs

### CAQDAS Networking Project & QUIC

- CNP since 1994
- Face-to-face training

### CAQDAS/QUIC and Online QDA/Requallo

- ‘sister’ projects
- complementary purposes
- integrate resources

# Using Video and Audio for training



# How is QDA taught?

Hammersley, 2004, three approaches

1. The craft approach
2. The professional approach
3. Bricoleur

All reject

4. The procedural approach

# Craft approach

- Learning 'at Nellie's knee'
- Form of apprenticeship with senior researcher
- Small numbers
- Focus on practical skills
- Skills caught not taught (Leonard, 2000)

# Response to massification

- Procedural approach easier to teach and manage
- Craft approach etc. cannot deal with large numbers (Qual. Res. very popular)
- Plus, diversification of approaches.
- New text books esp. on QDA
- BUT learners want to see fine detail of real cases

# REQUALLO

- Audio, Text and Video in RLOs
- RLO = Reusable Learning Object
  - Activity
    - Text
    - Images
    - Video
    - Audio
  - Feedback/exercises/tests
- And downloadable resources/assets

# Making Audio

- Recording using [Roland Edirol R-09](#)
  - Record at high quality (WAV)
  - Edit using Peak LE6 (Mac) or Audacity (Mac, PC) or other.
  - Save as MP3 for loading on WWW.
- Quality Issues
  - background noise,
  - HQ recordings (WAV) - Big SD HC cards
  - Editing out dross
- WWW open player (Yahoo) - not reliant on Flash player in browser



# Elicitation of accounts

- Researchers talk about thinking and creativity involved in actual analysis
- Use text, video and audio. Learners get experience like apprentices
- Making suggestions not possible (unlike senior researcher) but does include commentary
- E.g. Frances on medical-based perspective.
- [Frances on initial template](#)

# Making video

- Camera (HD or not)
- Software (Final Cut or Adobe Premiere Pro)
- Formats for Web
  - Flash good at this but needs browser plug in
- Dreamweaver for page makeup
- Studio -
  - Quiet
  - Probably two cameras.
  - Sound – directional mics.
  - Good background/ [poor background](#)

# Making video cont.

- Making interesting
  - more advanced edits
  - combine with animations or text
- Can be done with PP [e.g. using Camtasia](#)

# Promotes comparison

- Case by case and subject by subject.
- Students see how explanations are created
- Like apprenticeship. Teacher explains how this example is like or unlike novice's example.
- A kind of reverse construct elicitation
- [King on template analysis](#) vs. [Frances](#)

# Includes procedures

- Steps to go through, moderated by how researchers modify them
- Exemplars, rather than explicit stages
- Steps illustrate thinking and creativity
- Learners must come up with own ideas
- E.g. [Frances on revising her codes](#)

# Feedback

- Each exemplar contains assessments/tests/exercises/notes
- Provide frequent feedback
- Repeatable at student demand
- Builds confidence, reduces anxiety
- E.g. [test on getting the idea](#).
- All the sound, text and video files can be downloaded and used [separately](#)

# 'Training on using software'

## Screen recording

- E.g. Camtasia
- E.g. [How to use software](#)
- Use of pen tool
- Editing recording
- No Streaming server required

# Chroma Key

Combines video and PowerPoint/background images/video

Also called green (or blue) screen

As used by weather forecasters.





# Chroma Key cont.

- [Demo at Huddersfield](#)



# Rationale for QUIC Materials

- Supplement CAQDAS & Online QDA/Requallo
- Self-learning VLO's
  - Designed for learners...teachers...?
- Levels of provision
  - Basic & comparative support
    - Choosing software
    - Lack of institutional support

# Rationale for QUIC Materials cont...

## Methodological Innovations in Computational Support (MICS)

- cutting-edge CAQDAS technology and its relationship with methodology
  - working papers
  - comparative evaluations
- step-by-step support for selected specific tasks
  - Data Integration
    - analysing open ended questions to surveys using CAQDAS packages
    - text mining tools
  - Visual Analysis
    - preparing audio-visual data for CAQDAS packages (using short video /audio clips)
    - handling multi-stream video data
  - Geo-referencing
    - integrating geographical data within CAQDAS packages

# Plan of Webpages for OEQ Materials

