

Video in the academy

EISZ Information Day, Budapest, 19 May 2016

Adam Gardner

General Manager, Europe

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- *Text, audio and **video***



**WHAT WE
BELIEVE**

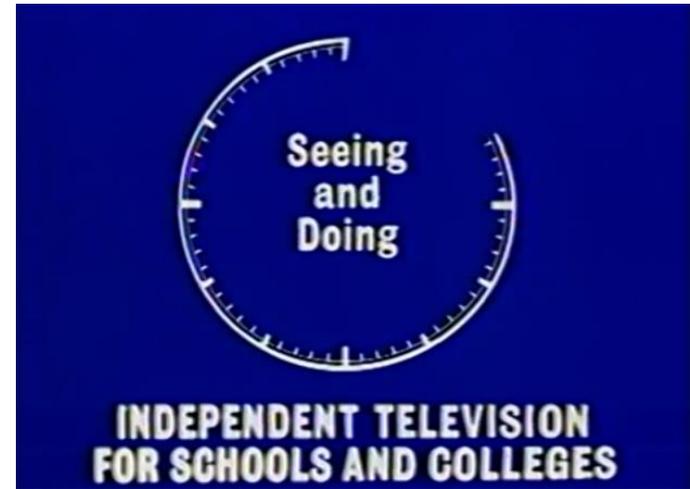
**We believe in the power of video and film to teach,
learn, and facilitate research.**

INTRODUCING VIDEO

We've been using it for years!



We've been using it for years!



Today...

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required to record...



No dedicated
device required to
view

This is not revolutionary!

- Opportunity presented by ubiquity, technology and *the zeitgeist*
- More content than ever!
- Anyone can make a video, but questions of
 - **Authority**
 - **Discoverability**
 - **Credibility**
 - **Permanence**

Does video belong in the academy?

Yes.

“Video caters for different learning styles and places emphasis on the development of 21st century skills in an increasingly global and competitive employment market. These skill sets consist of: student motivation, learner engagement, social skills and digital and multimedia literacy. In addition, video has the potential to enhance critical problem-solving skills and enable learning in context through greater opportunity for discussion. Finally, video emphasises the role of the educator by enhancing the proficiency of teaching and technical ability of educators.

<http://www.cisco.com/web/strategy/docs/education/ciscovideowp.pdf>

Video Landscape

YouTube sees
1 billion *unique*
visitors per month

90% of web video
consumption will
come from 18-34
year-olds in 2015
(Tubefilter)

Video accounts for
50% of all
mobile traffic
(Bytemobile)

Video: improving student outcomes

- Bring in experts and multiple perspectives

- Extend the classroom time and space

- Students can customize their education

- Teach the way students are accustomed to learning

Recent case study – Baka, social policy

Baka: A Cry From the Rainforest

https://search.alexanderstreet.com/view/work/2443118

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SIGN IN



Yeye is at least six years old.

30:46 / 01:20:26

Details Transcript

syndrome

Result 1 of 1

30:05 [non-English narration]

30:40 Exactly when was she born? She was born 2004. No Ali! That's not possible. Was already here? You arrived after the birth. Yes, she was already a baby. But she's no more than three and a half.

But Ali is right. **Yeye is at least six years old.**

30:50 [non-English narration]

31:15 Yeye... Sit up. Come to me. That's good... get up. That's good.

The problem is the child is very weak. I will put her on a special diet. She should be able to have foods rich in calcium and possibly we should put her on calcium tablets.

31:30 [non-English narration]

31:35 [non-English narration]

31:40 Together with calcium tablets, Ali is encouraged to exercise Yeye's legs by walking her as frequently as possible. But I do still worry that Yeye's condition must be more serious than calcium deficiency and a fear of walking. If nothing is done, Yeye's future is increasingly bleak as she becomes too big to be carried. Ali has confided in me that one day he hopes that Yeye will be able to attend school like Ambi.

Baka: A Cry From the Rainforest **Trial content**

directed by Phil Aogland. 1950-: produced by Phil Aogland. 1950- (Glasgow, Scotland; British

10:37 27/04/2016

Case study – lecturer in Social Policy (2016)

22.02.16.

(Initial trial request)

I am hoping to use the footage of the Baka people and alcohol in one of my modules (on addiction) tomorrow.

I saw it when it aired on TV a couple of years ago and realised that it would be perfect for explaining exploitative practices towards indigenous, minority groups, and also foetal alcohol syndrome.

Case study – lecturer in Social Policy (2016)

22.02.16

Wow, what a splendidly useful Resource!

Such a shame that I have only gotten around to this now, when the lecture is tomorrow for this particular topic – I am going to go through and make use of the time of the bits I want to use, but annotating and making a playlist will make this much easier in the future.

I will also make sure I do this with this footage as I think it would be useful for the students who wish to do this topic for their assignments...

I will definitely speak with our librarian.

Case study – lecturer in Social Policy (2016)

25.02.16.

I had a few teething problems at the beginning, mainly that I didn't quite understand the sound system so it was really quiet but then I found the little control panel and all was well.

It will go better in the future when I have learned how to 'tee up' the clips, especially if I can send them to the students beforehand to ask them to prepare by watching rather than reading.

I am going to use the clip again next Tuesday, this time with my 1st year group, who are studying a health and welfare module, and then I will email [the librarian] to tell her how things went and ask if we can arrange...to continue to have access to the resource.

Case study – lecturer in Social Policy (2016)

01.03.16:

Letter to librarian.

Over the last couple of weeks I acquired access to this resource on a temporary basis for one of my modules (SCP-3010) and I also used with the 1st year module today (SCP-1006) as the themes of alcohol addiction and foetal alcohol syndrome fitted with the current focus of that module on the social determinants of health.

I am pleased to say that the ethnographic film I showed clips from went down pretty well with both groups, and one of the final year students approached me today to say that she has decided to focus on foetal alcohol syndrome for her dissertation topic, which is very pleasing indeed.

I would very much like to have access to these ethnographic film resources for future use in my modules – and I think they would also be a good resource for the school of social sciences film society.

Takeaways

- Unmet need
- Discovery of something to meet that need
- Exploration to check if needs could be met
- Experimentation with classroom use
- Value for pre-classroom use
- Inspiration for student research

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Something for everyone



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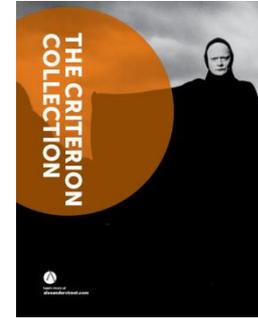
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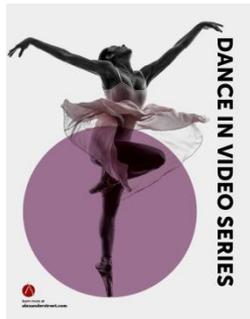
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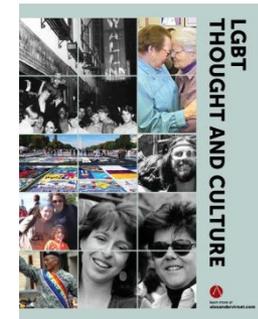
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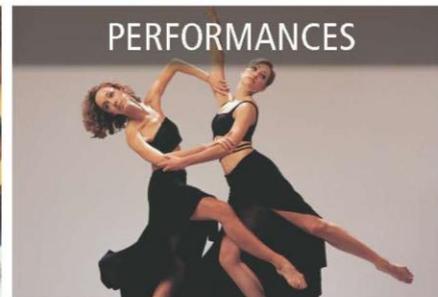
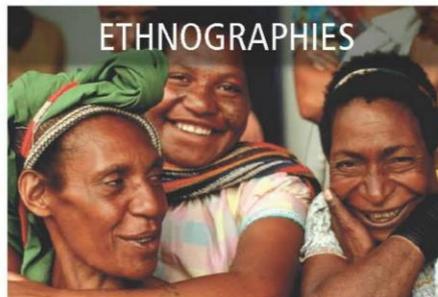
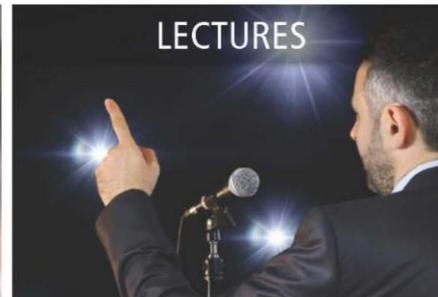
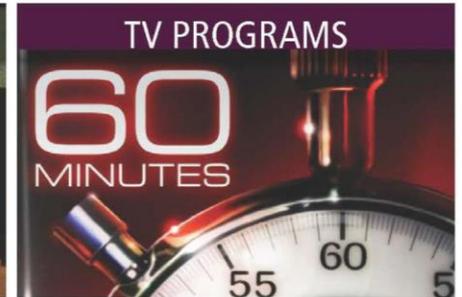


Science

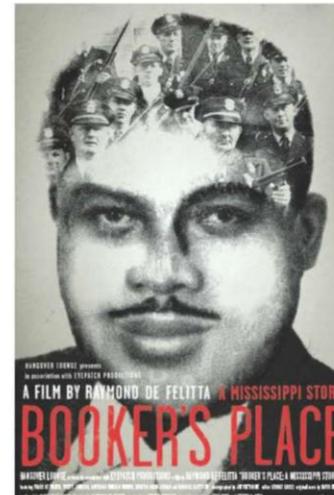
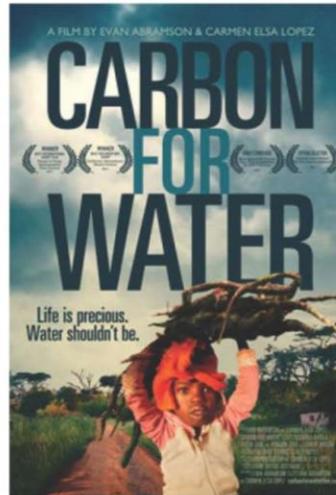
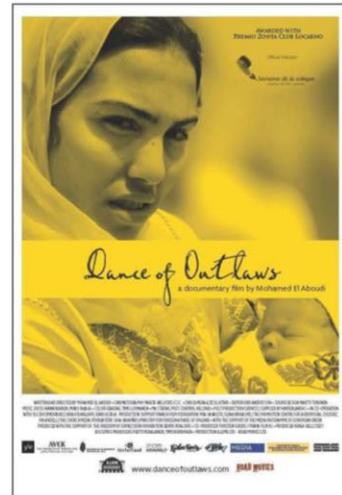
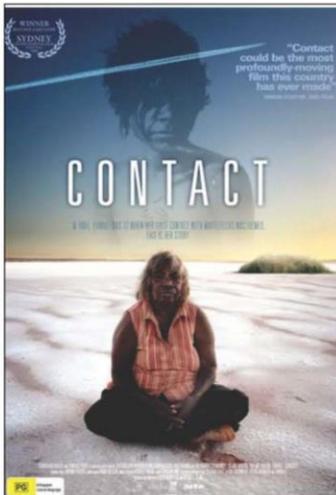
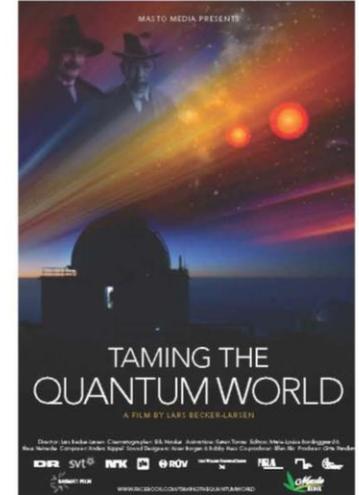
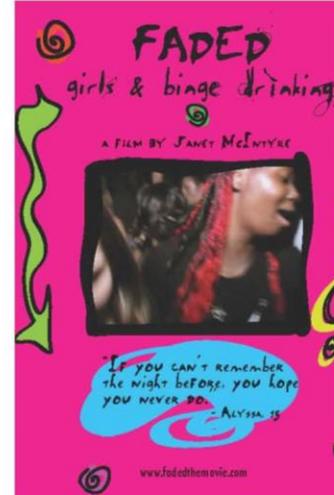
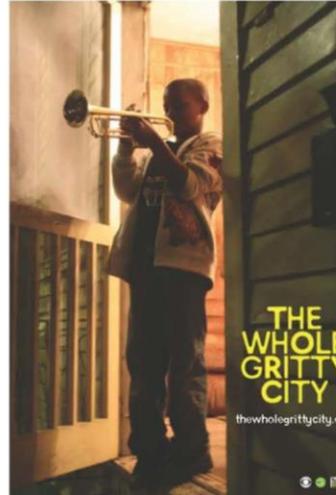
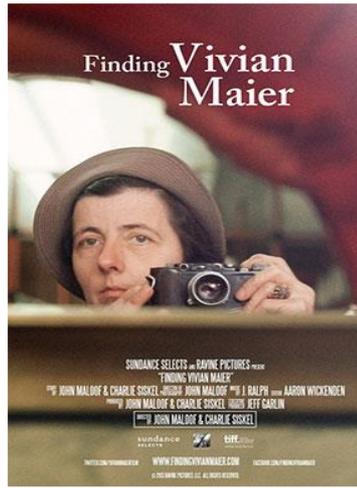
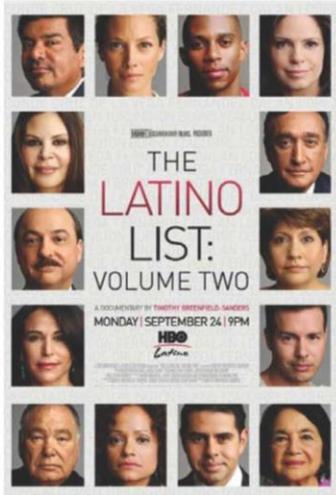


Social Sciences

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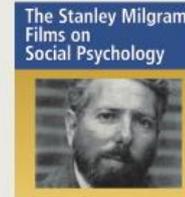
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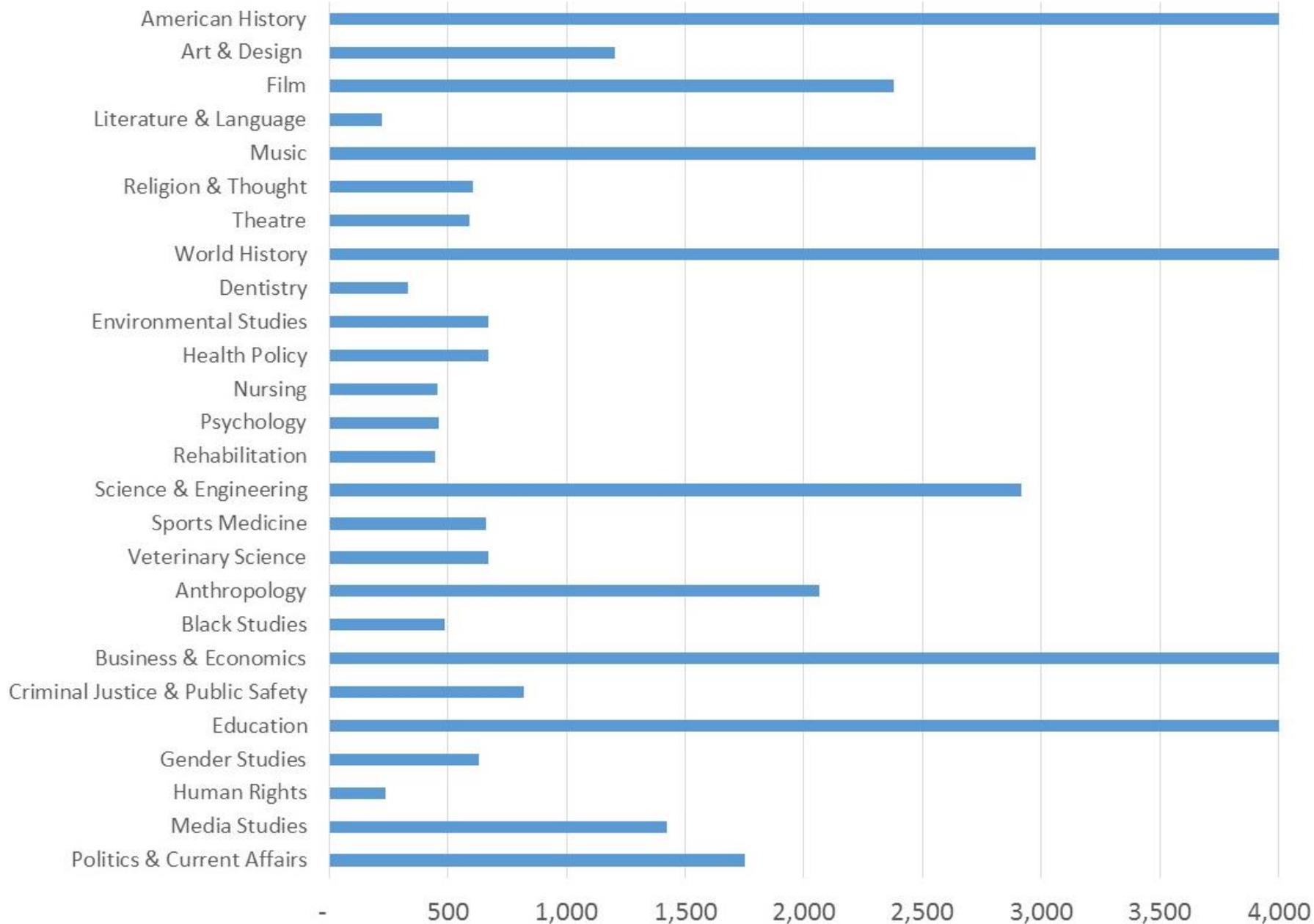
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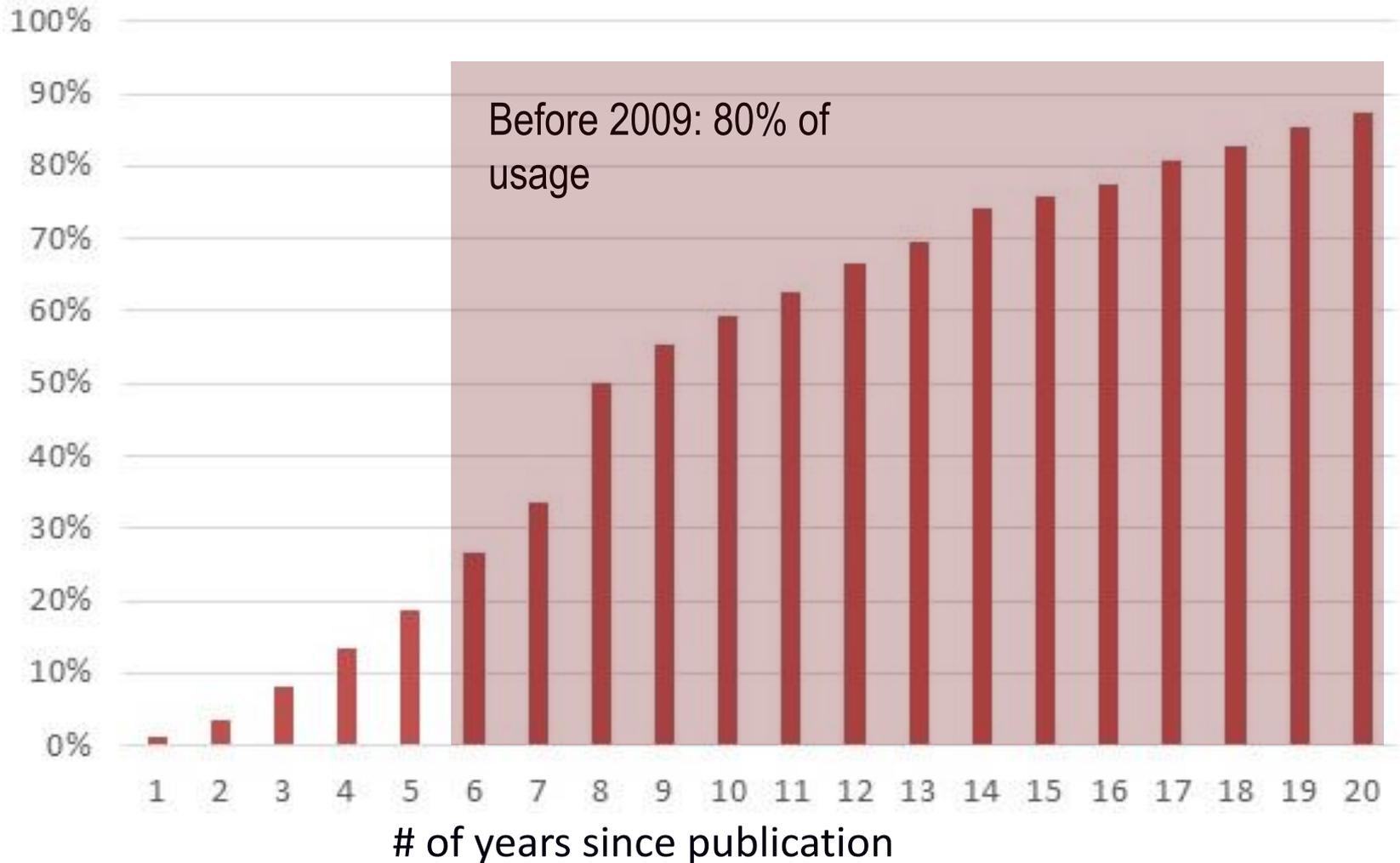
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Social Sciences



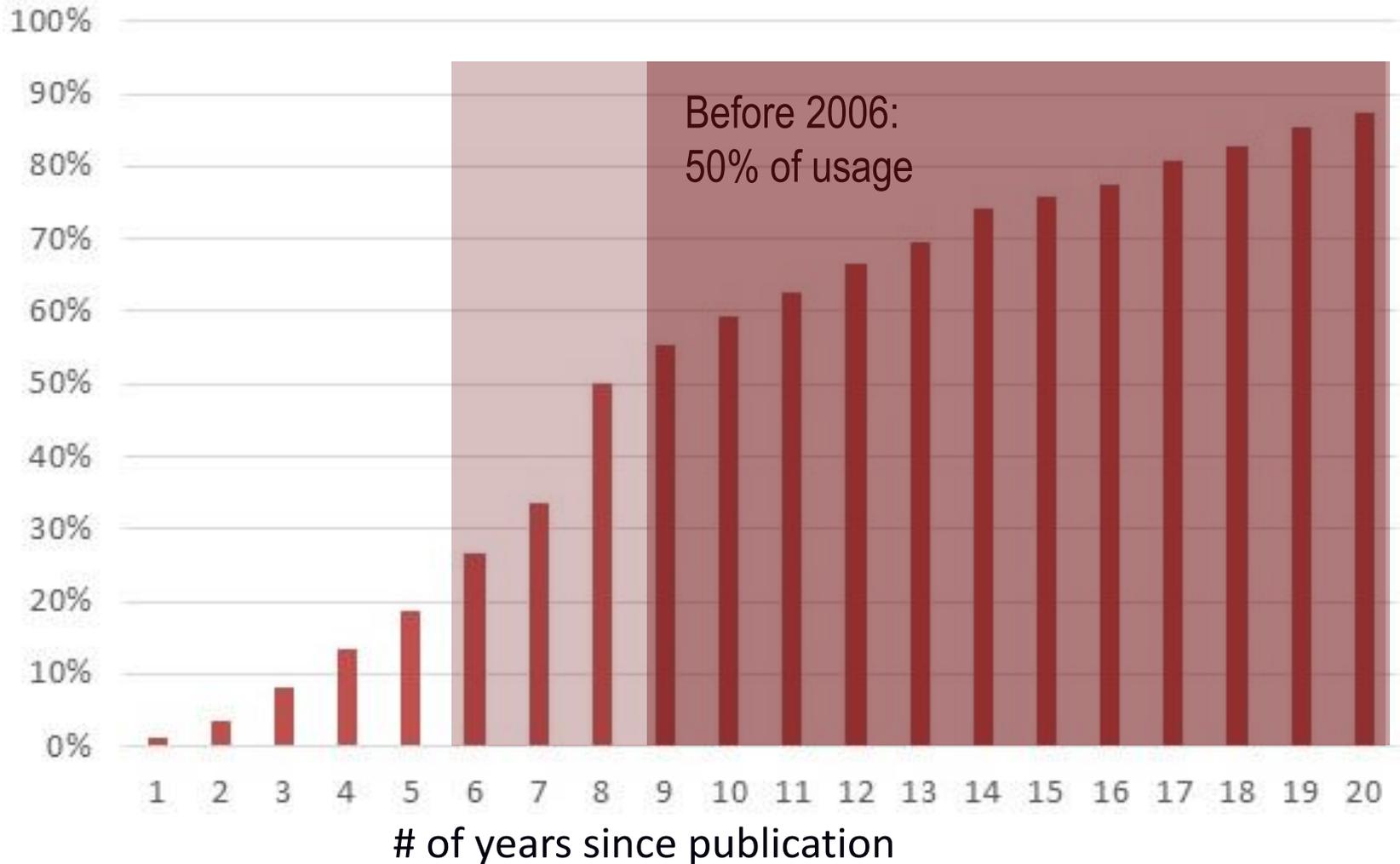
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As You Like It

written by William Shakespeare, 1564-1616; directed by Thea Sharrock, 1976-; performed by Philip Bird, fl. 1978-2014, Sophie Duval, fl. 1995-2012, Naomi Frederick, 1976-, Brendan Hughes, fl. 1981-2010, Jack Laskey, fl. 2007-2010, Trevor Martin, fl. 1959-2010, Tim McMullan, fl. 1993-2010, Jamie Parker, 1979-, Laura Rogers, fl. 2010 and Dominic Rowan, 1971- (London, England: Opus Arte, 2010), 2 hours

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- 19:15 **Rosalind** My father loved Sir Rowland as his soul, and all the world was of my father's mind: had I before known this young man his son, I should have given him tears unto entreaties, ere he should thus have ventured.
- 19:30 **Celia** Gentle cousin, let us go thank him and encourage him: my father's rough and envious disposition sticks me at heart. Sir, you have well deserved: if you do keep your promises in love but justly, as you have exceeded all promise, your mistress shall be happy.
- 19:50 **Rosalind** Gentleman, wear this for me, one out of suits with fortune, that could give more, but that **her hand lacks means**. Shall we go, coz?
- 20:10 **Celia** Ay. Fare you well, fair gentleman.
- 20:15 **Orlando** Can I not say, I thank you? My better parts are all thrown down, and that which here stands up is but a quintain, a mere lifeless block.
- 20:25 **Rosalind** He calls us back: my pride fell with my fortunes; I'll ask him what he would. Did you call, sir? Sir, you have wrestled well and overthrown more than your enemies.
- 20:45 **Celia** Will you go, coz?
- Rosalind** Have with you. Fare you well.
- 20:55 **Orlando** What passion hangs these weights upon my tongue? I cannot speak to her, yet she urged conference. O poor Orlando, thou art overthrown! Or Charles or something weaker masters thee.
- 21:10 **Le Beau** Good sir, I do in friendship counsel you to leave this place. Albeit you have deserved high commendation, true applause and love, yet such is now the duke's condition that he misconstrues all that you have done.

Demo

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 - Le Nozze di Figaro, K. 492 (92)
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 - C Major (97)
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 - F Major (80)
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 - Various Artists (81)
 - Herbert von Karajan (25)
 - Elisabeth Schwarzkopf (25)
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- Ensemble
 - Philharmonia Orchestra (42)
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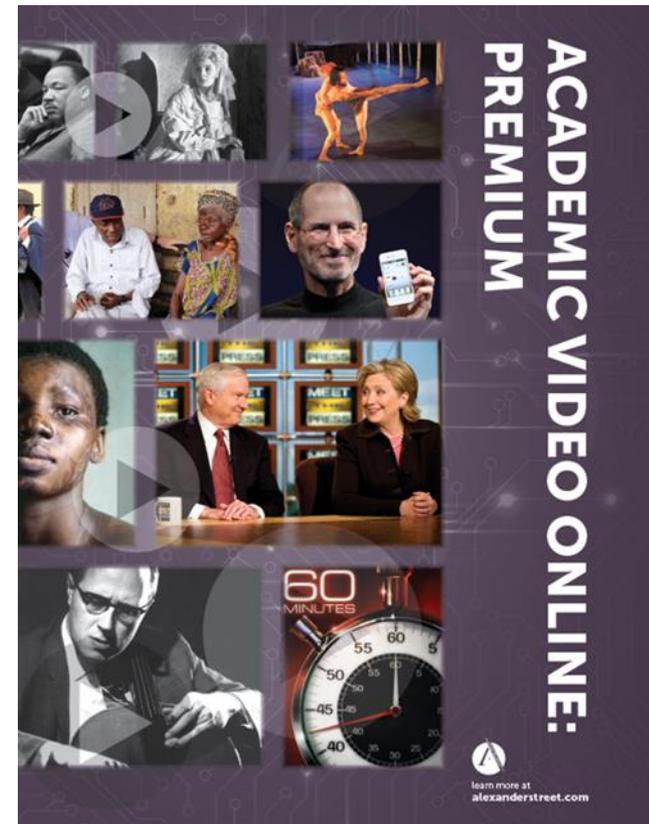


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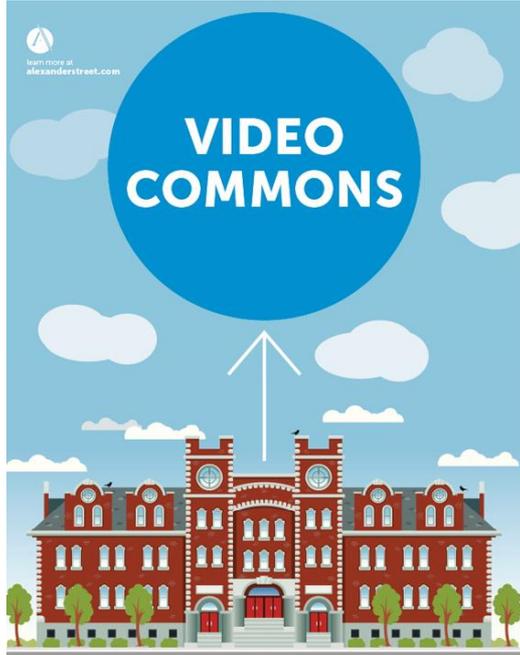
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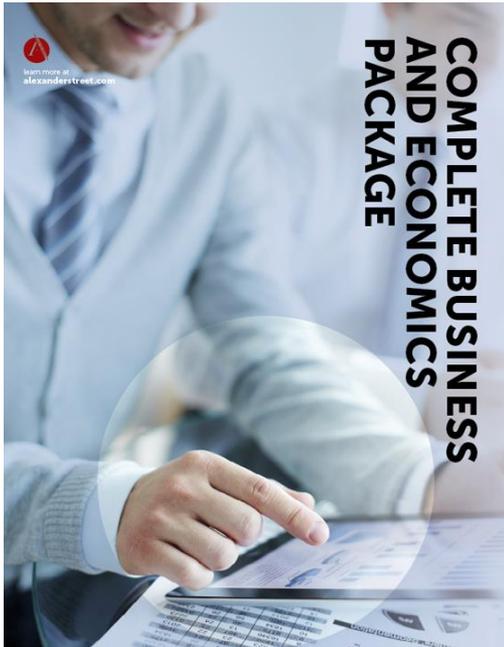
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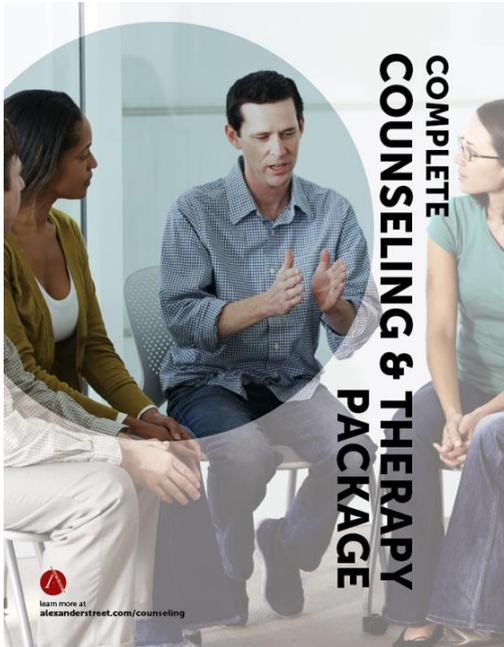
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Summary

- Video is relevant and in demand, right here, right now
- With specific tools it can be incorporated in the pedagogical process to provide excellent new teaching styles
- The content must be high-quality and varied – multiple disciplines
- With all this in place, it is a winning solution for a 21st century university

Thank you

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