



Video Case Studies

ABL (ACTIVE BLENDED LEARNING) PRACTITIONER STORIES

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In this 15 minute presentation you will

- ▶ Watch three case study videos.
- ▶ Listen to how and why they were produced.
- ▶ Be Invited to give your feedback.



ABL (Active Blended Learning) Practitioner stories

Launched in October 2017 by Learning Designer Julie Usher on the LearnTech Blog.

<http://blogs.northampton.ac.uk/learntech/>

The three video case studies



Mobile
technology



JISC Digilab



Self and peer
assessment



Feedback link

bit.ly/LTvideofeedback

Please open this link on your device

Mobile technology in the classroom



Facilitating
mobile devices
in teaching and
learning with
Diepiriye Kuku-
Siemons

[Watch video](#)
(1m 30s)

What did I learn?

- ▶ Students have strong opinions about their teaching and learning.
- ▶ We all enjoyed making the film.
- ▶ The video was well received.

Let's watch the second film.



Robots & Brain
Scanners, UoN Digital
Marketing Students
with JISC Digilab

[Watch video](#)
(1m 15s)

What did I learn?

- ▶ Recording an event took longer to film.
- ▶ The Marketing department wanted to release the film immediately.
- ▶ Events are date specific, so the film had limited appeal.

And now the last film.

Why did you choose to
set your students a
Self and Peer Assessment?

The case for self and
peer assessment in ABL
(Active Blended
Learning)

[Watch video](#)
(1m 3s)

Conclusion

- ▶ Staff and students are willing to work with us to advocate ABL (Active Blended Learning).
- ▶ Both provide 'authentic' voices.
- ▶ Students who do not want to be filmed are prepared to give anonymous feedback.
- ▶ Videos do not need to be complicated.



Feedback

<http://bit.ly/LTvideofeedback>

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Steps for making videos



Equipment



But you could use any device

Pre-production

- Interesting area.
- Discuss with tutor.
- Review the benefits.
- Write a brief.
- Ethics approval.
- Filming dates.
- Video permission forms.
- Share info with students.
- Consider alternative feed back.
- Establish clear purpose of case study.
- Set firm filming dates.

Production

- Explain the purpose to students.
- Discuss the benefits of the activity.
- Offer alternative feedback method.
- Participants seated in quiet and lit areas.
- Short and concise answers are best.
- Wear headphones.
- Record cut-aways.
- Ensure all student video permissions are completed.

Post-Production

- Listen to the audio of all footage onto the timeline.
- Consider where the narrative should start and stop.
- Pick the best answers from staff and students and put them on one timeline called 'Rushes'.
- Identify where there is repetition and remove unwanted clips.
- Establish what are the best points to make in your film.
- Consider using titles as sign posts these will place a pause between sections and give the view an opportunity to better understand the work.
- Consider breaking up answers to keep points short and concise.
- Edit the footage and be ruthless removing clips to achieve to the desired time.
- Show the edit to your colleagues, and action their suggestions.
- Don't be too precious, and be prepared to learn as you make more films.

Links

Learning Technology Blog:

<http://blogs.northampton.ac.uk/learntech/>

“Now is the time of the essay film”

<http://blogs.northampton.ac.uk/learntech/2016/11/24/now-is-the-time-of-the-essay-film/>

Lynda.com

Various online film making courses

Contact details

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