

Student Learning



Video vignettes: Planning, creating, and delivering resources to a diverse student base.

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Session aims

- type of videos are being made
- their look
- length
- style of presentation
- speech rate, subtitles
- software – free and paid
- how they are used

What is being made?

Video sessions, (vignettes), that do more than just amplify what we are already doing.

The creation of vignettes are an attempt to move from first to second order applications (Moursund, 2005), fulfilling part of our aim to delivering transformational teaching through modelling and personalisation (Slavich & Zimbardo, 2012).

Examples of vignettes

The screenshot shows a video player interface. At the top left is the 'viewpure beta' logo. At the top right are links for 'Search', 'On YouTube', 'Live', 'Share', and 'Donate'. The main content area displays the title 'Author prominent vs information prominent' followed by a grid of verbs. The verbs are arranged in four columns. The first column contains: affirm, agree, argue, assert, challenge (highlighted in blue), believe (highlighted in orange), and claim. The second column contains: clarify, conclude, describe, determine, doubt, disagree, and dismiss (highlighted in blue). The third column contains: explain, express, find, maintain, note, observe, and point out. The fourth column contains: propose, recommend, remark, report, state, and suggest. At the bottom of the video player, there is a progress bar showing '4:47 / 6:59' and the text 'STUDENT LEARNING'. The YouTube logo is visible in the bottom right corner of the video frame. Below the video player, there is a navigation menu with 'Home / Search / FAQ / Live / Contact' and a copyright notice '© 2010 - 2016 viewpure.'

viewpure beta

Search On YouTube Live Share Donate

Author prominent vs information prominent

affirm	clarify	explain	propose
agree	conclude	express	recommend
argue	describe	find	remark
assert	determine	maintain	report
challenge	doubt	note	state
believe	disagree	observe	suggest
claim	dismiss	point out	

YouTube

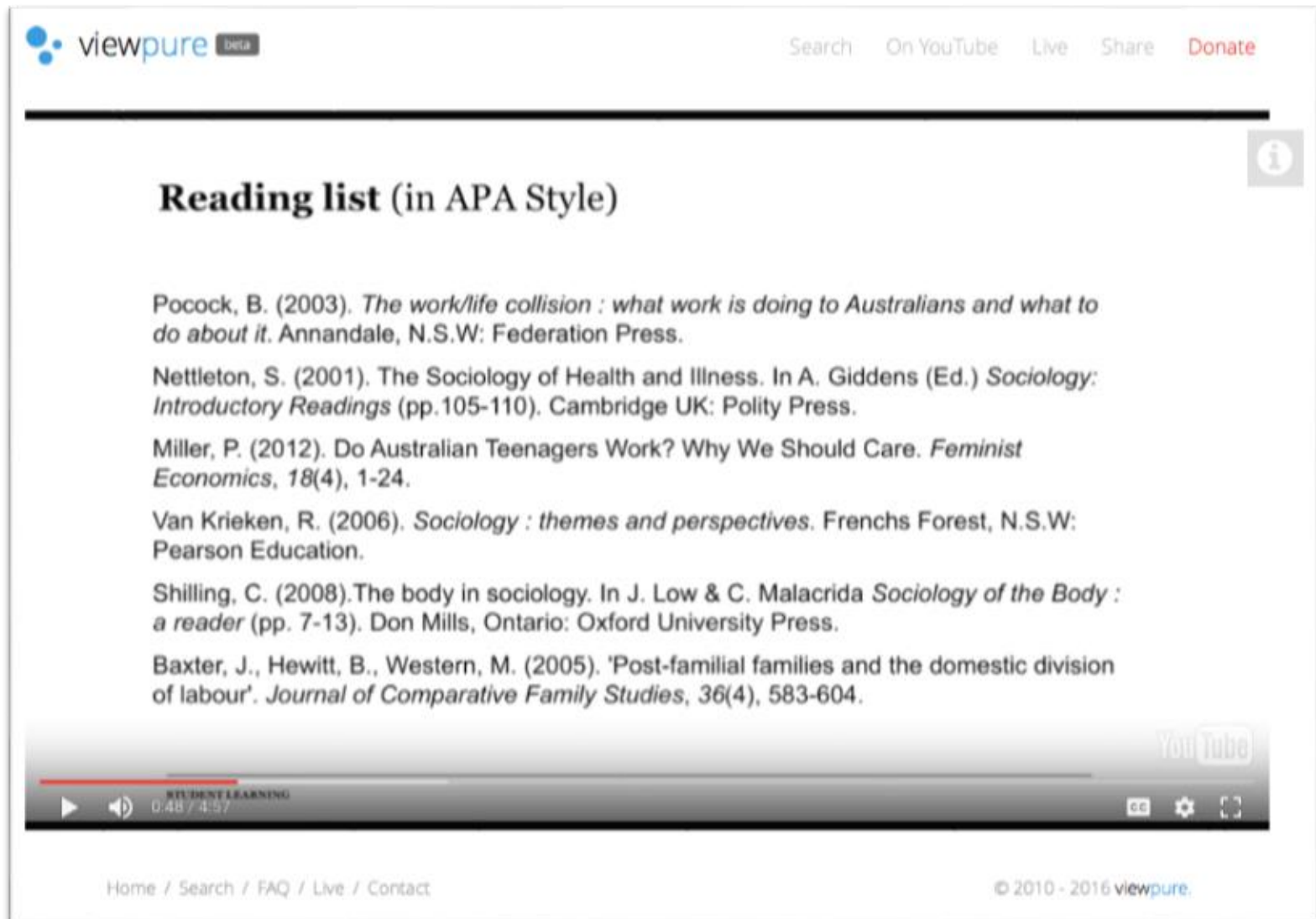
STUDENT LEARNING

4:47 / 6:59

Home / Search / FAQ / Live / Contact

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Examples of vignettes



The screenshot shows a video player interface. At the top left is the 'viewpure' logo with a 'beta' tag. To the right are navigation links: 'Search', 'On YouTube', 'Live', 'Share', and 'Donate'. Below the navigation is a thick black horizontal line. On the right side of this line is a grey information icon. The main content area is titled 'Reading list (in APA Style)'. Below the title is a list of six references in APA style. At the bottom of the video player is a control bar with a play button, a volume icon, a progress bar showing '0:48 / 4:57', and icons for closed captions, settings, and full screen. The video player is overlaid on a white background.

viewpure beta Search On YouTube Live Share Donate

Reading list (in APA Style)

Pocock, B. (2003). *The work/life collision : what work is doing to Australians and what to do about it*. Annandale, N.S.W: Federation Press.

Nettleton, S. (2001). The Sociology of Health and Illness. In A. Giddens (Ed.) *Sociology: Introductory Readings* (pp.105-110). Cambridge UK: Polity Press.

Miller, P. (2012). Do Australian Teenagers Work? Why We Should Care. *Feminist Economics*, 18(4), 1-24.

Van Krieken, R. (2006). *Sociology : themes and perspectives*. Frenchs Forest, N.S.W: Pearson Education.

Shilling, C. (2008).The body in sociology. In J. Low & C. Malacrida *Sociology of the Body : a reader* (pp. 7-13). Don Mills, Ontario: Oxford University Press.

Baxter, J., Hewitt, B., Western, M. (2005). 'Post-familial families and the domestic division of labour'. *Journal of Comparative Family Studies*, 36(4), 583-604.

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Using videos to support team members

YouTube videos

Robert Ceperkovic

Sent: Monday, 8 August 2016 at 11:55 AM

To: [REDACTED]

Hi [REDACTED]

<https://www.youtube.com/playlist?list=PLZOPotPwmuPfw4qKc41sKr8MOLwe21JmL>


https://www.youtube.com/playlist?list=PLZOPotPwmuPcGV_DHu3PFwUPOXHI3OKbN

<https://www.youtube.com/playlist?list=PLZOPotPwmuPe9Jugu2d920yboVkJzn0tp9>

Have a look at these and when you're ready make an appointment to see one of our student learning librarians.

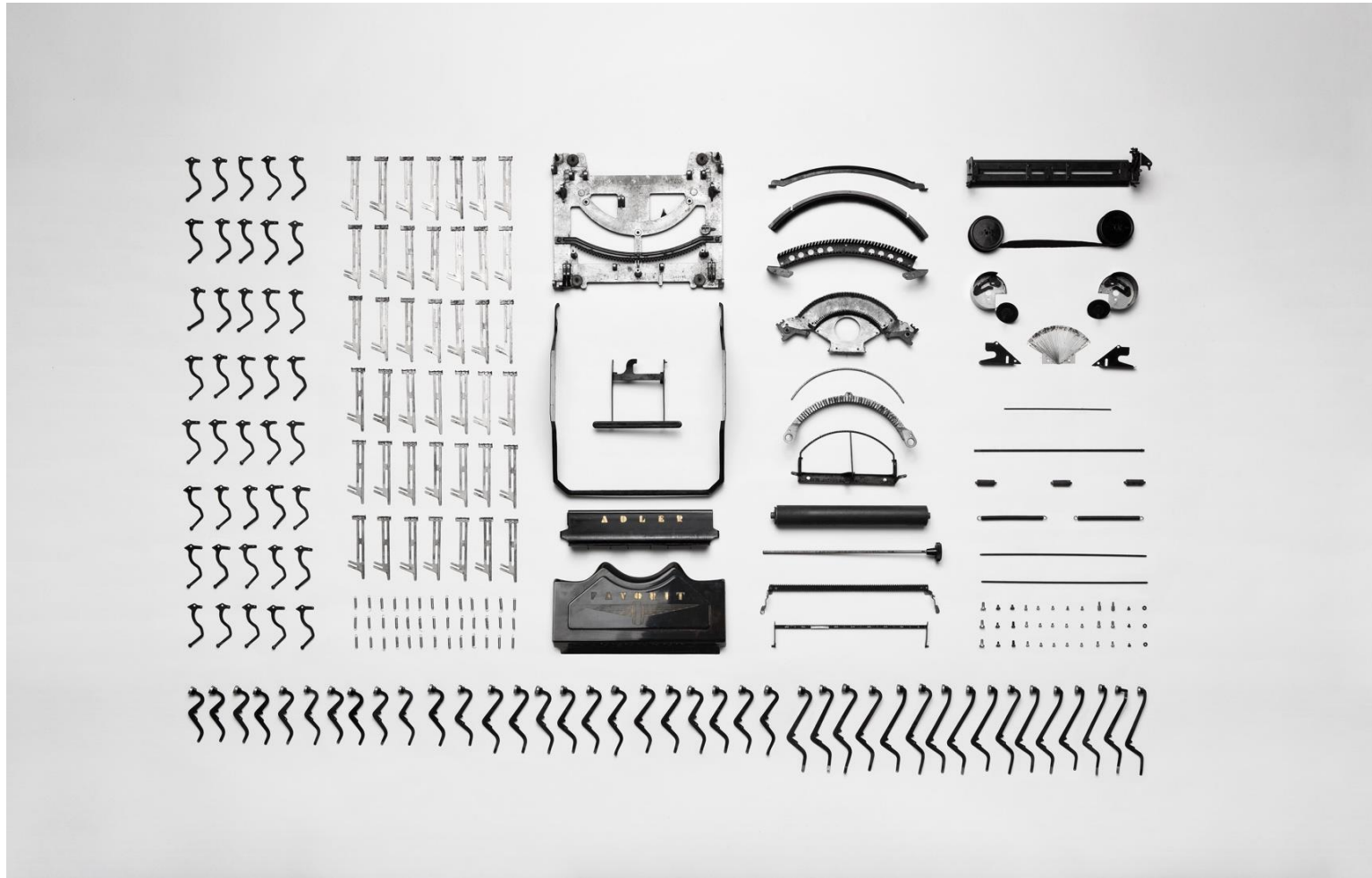
Kind regards

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<http://www.utas.edu.au/students>
CRICOS Provider Code: 00586B

Some reverse engineering



Forget PowerPoint



Using existing videos with groups of students



Student Learning



Students can view recordings of presentations, interviews and other events designed to assist learning. Live streams are hosted from this...
[Show more](#)



IAP June 2016

Student Learning • 4 videos • 6 views • Last updated on Jun 6, 2016

Add a description

Play all

Share


Playlist settings

Add videos

- Tasmania is now in an energy crisis after Basslink breakage
by Qldaah 3:09
- The End of Coal? - Four Corners
by Auspol 43:02
- "renewables – Made in Germany" (english)
by denaberlin 35:00
- Debate: Does the world need nuclear energy?
by TED 25:32

Using existing videos with groups of students

Playlists and videos to view

 Robert Ceperkovic

Sent: Thursday, 9 June 2016 at 3:12 PM

To:

Cc: Susan Bell

Bcc: [REDACTED] [REDACTED] [REDACTED]

Dear Student,

Here are the links to the playlist and videos for you to view:

https://www.youtube.com/playlist?list=PLZOPotPwmuPeOF_wMAWxA85GDosgBdoG5

https://www.youtube.com/playlist?list=PLZOPotPwmuPcGV_DHu3PFwUPOXHi3OKbN


<https://www.youtube.com/playlist?list=PLZOPotPwmuPe9iugu2d920vboVkZn0tp9>

<https://www.youtube.com/playlist?list=PLZOPotPwmuPfw4qKc41sKr8MOLwe21JmL>

The first link is about energy sources.

Kind regards

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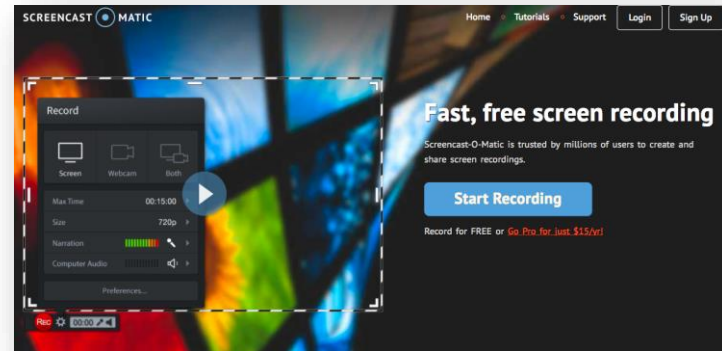
<http://www.utas.edu.au/students>
CRICOS Provider Code: 00586B

What software/hardware do we use?

Screen Flow – Mac only



Screencast-O-Matic – Web based



What software/hardware do we use?

Webcams

iPhones

Digital cameras

Headsets

Portable audio recorders



Sound quality



Rode VideoMic



Zoom H5



Useful resources

The following resources have been used in the making/editing of video vignettes.

Editing automatic captions on YouTube:

Cstateonline. (2014). Retrieved December 04, 2016, from <https://www.youtube.com/watch?v=Jyl9dsNkyoY>

viewpure.com – removes comments, related videos, less clutter etc. for YouTube video playback during presentations

Open source audio software:

Audacity - <http://www.audacityteam.org/>

Australian Disability Clearinghouse:

<http://www.adcet.edu.au/inclusive-teaching/specific-disabilities/deaf-hearing-impaired/>

References

Guo, P. (2013). Optimal Video Length for Student Engagement. Retrieved from <http://blog.edx.org/optimal-video-length-student-engagement>

Guo, P. J., Kim, J., & Rubin, R. (2014). *How video production affects student engagement: an empirical study of MOOC videos*. Paper presented at the Proceedings of the first ACM conference on Learning @ scale conference, Atlanta, Georgia, USA.

Moursund, D. G. (2005). Introduction to information and communication technology in education. Retrieved from <http://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.html>

Slavich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: Theoretical underpinnings, basic principles, and core methods. *Educational Psychology Review*, (4). 569.

Further Questions

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