# TIDE residential school activity proposal form

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| Tutor name | Mike Peet |
| Activity title | AV media as an educational tool |
| Total time needed for activity | 270 minutes |
| Number of sessions required[[1]](#footnote-1) | 3 |
| Learning outcome(s)[[2]](#footnote-2) | 1. To appreciate the range of possible uses of educational AV 2. To be able to judge the appropriateness of using AV and/or whether a proposed video might be better made as an audio 3. To understand something of the preparation required to make successful AV and therefore to make time available for that 4. To have a basic understanding of the role and needs of the recording technician and director 5. To begin to understand the need to work in a way that brings the best out of the subjects of a video/audio |

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| **[[3]](#footnote-3)**  **VIDEO CLIPS**  **FLIPCHART**  **POWERPOINT**  **FLIPCHART**  **ACTIVITY**  **DISCUSSION**  **VIDEOS/AUDIOS** | Part 1: 90 minutes **WHY USE AUDIO VISUAL MEDIA?**  **Introduction: (Facilitator led discussion)**  “Why use audio visual assets in your distance learning materials?”    The participants are presented with 7 different styles of educational video and asked to reflect on the ways they differ and the uses to which they may be put. Each video clip being about 2 minutes long.  Using first a flip chart, styles and uses are bullet pointed  Then, secondly, a power point summarises many of the points:  *STYLES* ENGAGEMENT; DEMONSTRATIONS; ANIMATIONS; GOING PLACES; DRAMA; VARIETY OF STUDY MEDIA; EXPERT TESTIMONY, etc.  *EDUCATIONAL USES*  CHANGE OF PACE, SHARED OBSERVATIONS, OVERVIEW OF CONCEPTS, ILLUSTRATION NOT OTHERWISE POSSIBLE, PROMPTING IMAGINATION,  ASKING QUESTIONS SHOP WINDOW (FOR RECRUITING) etc  **Practical activity** The participants are split into 7 groups of 3 and each group is given a screen grab from one of the videos. They are then asked to ascribe as many educational benefits as they can to that video.  At this point a volunteer (*perhaps an OU colleague*) is given the task of using a DSLR camera to record the next few minutes of the session. The results of this ‘unplanned’ recording flagged as ‘to be used in the next session’.  The groups are asked to each call out their lists which are recorded on another flip chart.  **Discussion** To conclude this session, there’s a discussion supported by 2 video clips and 2 audio alternatives, about getting the best value for money when commissioning media. Ideally, we’ll show that not only are audios generally cheaper but also how there can be pedagogical reasons for making an audio asset. |

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| **VIDEO CLIP**  **ACTIVITY**  **FLIPCHART**  **VIDEOS** | Part 2: 90 minutes **HOW DO YOU ORGANISE MAKING AV?**  **Introduction: (Facilitator led discussion)**  “You should never just turn up”.   We kick off by watching the ‘unplanned’ video recording from session 1 and deconstruct the failings in the result - raising issues to be addressed (sound, light, space, clarity, moving etc.)  This leads to a specific question about what preparations should have been made if it was a planned recording.  The whole group considers the preplanning needed for covering a session like this one.  **Practical** In a similar way to session 1, the participants are presented with 7 different styles of educational video (mostly new) and asked to reflect on the **preparation** that each might have required. Each video clip being about 2 minutes long.  **Practical activity** The participants are split into 7 groups of 3 and each group is given a screen grab from one of the videos. They are then asked to ascribe as many preparation steps as they can to that video  A follow up discussion should lead to many of the points involved:  *PREPARATION* BUILDING’S TIMETABLE; HAZARD ASSESSMENT; POSITION OF SUN; PERMISSION; MULTI-CAMERA BEST, PARKING, MEAL BREAKS, EXTERNAL NOISE etc.  To round-off the session we move away from preparation to consider inappropriate AV assets. 3 videos demonstrate less than effective use of media. These suggest occasions when an asset might actually get in the way of learning – due to lack of planning perhaps or poor execution or simply inappropriate use of AV. |

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| **VIDEOS**  **DISCUSSION**  **DEMONSTRATION**  **FLIPCHART**  **VIDEO**  **FLIPCHART**  **DISCUSSION**  **FLIP CHART**  **POWERPOINT** | Session 3: 90 minutes **CARE AND ATTENTION WHEN MAKING AV**  **Introduction: (Facilitator led discussion)**  “It always takes longer to make a good recording than people expect”  This final session uses first uses demonstrations, discussion and video to consider what’s involved in collecting all the elements that go into making the assets - through the lens or microphone.  Once again, we return to the ‘unplanned’ video in order to emphasise the role of the director.  Various video clips are scrutinised for the use of ‘reverses’, ‘noddies’, ‘wide shots’ and ‘close ups’ in order to describe and demonstrate what a director/cameraman needs to capture to make a piece useable (editable/self-explanatory).  The point to be made is that any session, even when well planned, needs more time than you might think to capture all the components the editor and academic team require. Not least, it always takes longer to shoot and you might expect as you need to repeat elements over and over.  The same principles apply whether you are using a large professional crew or smaller DSLR -  **Discussion** You have devices that you could use to do some AV for learning, what are they?  *BULLET POINTS*  SMART PHONE; TABLET; WIFI CAMERA; etc.  What are the limits / the context in which they might be suitable?  *BULLET POINTS*  INTERVIEW IN THE FIELD; DEMONSTRATION; SEMINAR; TUTORIAL; etc.  The biggest problem can be lighting and of course sound (a suitable cabled microphone is exhibited). Simple tutorials *can* be recorded with a smartphone if you want but then the complexity rises when it comes to displaying writing.  There is a range a software for use with a laptop which can create ‘screencasts’. These allows a video to be made of writing on a screen as a tutor speaks and a short **VIDEO CLIP** describes it.  *TIPS ABOUT FILMING YOURSELF*  DON’T SHOOT INTO A WINDOW; FIND AS LARGE A SPACE AS POSSIBLE; PUT UP KEEP QUIET SIGNS; BEWARE OF WIRES AND CABLES TRAILLING; STICK DOWN DESK MICROPHONES etc,  The session moves on to consider how to make the experience as comfortable to the people involved as possible. That’s because when working with people the product can only be as good as the ‘performances’ of the subjects.  To maximise the chances of success on that level there are simple tips to use and schedule into the recording period.  *BEING CONSIDERATE* CHATTING BEFOREHAND; SETTLING-IN TIME; PLAYING WITH EQUIPMENT; SOCIAL MEETING; INCLUDING SUBJECTS IN THE FIRST REVIEW COMMENTS etc.  Towards the end of this session comes a summary of the main points that I hope participants will take away with them – followed by an opportunity to extend the topics covered with a period of Q&A.  [additional areas can be easily included depending on the pace of the sessions and if time is available. These range from ‘the use of music’ to ‘the principles of writing narration’ and ‘the bugbear of copyright’]. |

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)