Background notes to some of the video clips created for

‘Using Video in Learning’

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| Label | Content | Duration |
| Capstan 1&2 | These video clips come from a second level OU module called ‘Mathematical Models and Methods’. One clip provides a gentle introduction to the concept of a capstan by looking at tethering a lead. The other clip takes a mathematical look at capstans in use elsewhere in the real world especially in the nautical world. Animated graphics are used to illustrate the forces on a capstan and how they change if the capstan post is motorised. | 0’52” & 2’20” |
| Cathedrals 1&2 | These video clips come from a second level OU module called ‘Mathematical Models and Methods’. One clip provides an introduction at the start of a TV programme and spells out the purpose of the programme - being a look at the forces on the arches of a huge stone building. The other video clip uses a model and superimposed graphics to demonstrate forces between blocks. | 1’14” & 3’11” |
| Data gathering | This video provides some hints and tips about recording in small settings. The same clip goes on to show a means of covering the conversations in a large group. Making observational data in this way is a substitute for being able to be in the classroom. | 3’14” |
| Denmark 1&2 | These materials come from an OU module called ‘Listening to young children; critical reflections’. One clip shows how a Syrian refugee is gently included in a session at nursery school. Another clip explores a 1-1 activity between a teacher and small child. | 4’26” & 2’55” |
| Denmark 3  | This clip reveals something of the background editing involved in creating a video. | 0’36” |
| Glider 1&2 | These video clips come from a second level OU module called ‘Mathematical Models and Methods’. One clip demonstrates the penalties a glider suffers if it tries to speed up. The other video clip uses 3-dimensional animation to illustrate the same concept.  | 2’32” & 1’00” |
| Imagination 1 & 2 | These two video clips accompany a second level OU module called ‘Exploring Psychology’. One shows an experimental technique for gauging and enhancing creativity for a pianist, the other looks evidence of creativity in early mankind. | 2’19” & 3’02” |
| Inclusion 1&2 | These video clips accompany an OU module called ‘’Equality, participation and inclusion’. Both clips look at the provision for children who are either physically disabled or who have a learning difficulty. One clip looks at efforts to involve those children in a science lesson and the other clip follows a literacy session in a small group. | 1’49” & 2’12” |
| Italy 1&2 | These video clips come from an entry level OU module called ‘Young children’s lives and learning’. One video looks at how children are encouraged uninterrupted play in an Italian classroom. | 3’19” & 1’51” |
| New Zealand 1&2 | These video clips accompany an OU module called ‘Exploring mathematics’. One clip explores a phenomenon in a lake in New Zealand which, although it doesn’t have tides, rises and falls just like a tide. The other clip uses a computer graphic and a physical model to explain the phenomenon of the rise and fall in the level of the lake. | 2’39” & 2’18” |
| Overview 1&2&3 | These video clips accompany an OU module called ‘Open mathematics’. The purpose of the video clips is to introduce different concepts of maths to encourage and interest students. The first clip includes a visit to the royal mint where coins are made. The second clip looks for any signs of maths in a mud pool. The other clip takes a bungee jump to its conclusion to make a point about the implication that the presence of maths is everywhere. | 2’28” & 2’22” & 0’50” |
| Physics 1&2 | These video clips, from the OU module called ‘Discovering Physics’, try to combine contemporary and classical ideas about physics. The first clip mixes demonstration with historical drama and a second clip attempts to demonstrate Galileo’s thinking in his own words.  | 2’04” & 1’00” |
| Rainbow 1&2&3 | These video clips accompany an OU module called ‘Open mathematics’. All three are heavily dependent on graphics. One video introduces the circular nature of a rainbow, Another clip illustrates the reason why each illuminated raindrop emits a mini cone of light. The third clip establishes the geometrical reasons for why a rainbow displays colours in a specific order. | 2’56” & 1’38 ” & 3’10” |
| Screencast  | This video introduces first year OU mathematics students to various teaching tools on offer. In this case the screencast tutorials. | 1’44” |
| Train 1&2 | These video clips accompany an OU module called ‘Open mathematics’. One video introduces the dangers of trains colliding on a single-track line and the other clips demonstrates the advantages of physical tokens for permission to take a train on a line. | 1’30” & 2’19” |
| Zimbabwe | This is a clip from a whole class mathematics lesson from Zimbabwe. It’s designed to demonstrate to new teachers that a class can variously work together and work in small groups. | 1’22” |