

**Title:**                    **Transforming abstract/theoretical concepts into video format in order to enhance learning and teaching**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Understand issues related to video production for learning and teaching  
Understand cultural factors related to production of video  
Understand the issues related to communication of theoretical concepts for interpretation into visual format.

#### **Session Outline**

Key issues to be addressed are: the differences and similarities in perceptions of those who request videos for learning and teaching and those who produce them.

In the course of working with staff to produce videos to enhance learning and teaching, we have become aware of a range of approaches and expectations from staff.

In this workshop we would like to explore issues such as why staff wish to incorporate video into their teaching, for example video as an easy way of transmitting information (Asensio & Young 2002 in Karppinen 2005) to students or wishing to use video to aid exploration, interaction and engagement (Karppinen 2005).

The session will consider issues related to the demand for, and production of, videos for learning and teaching. Effective communication between client and producer is essential and includes understanding of various issues such as: the purpose of the video, its intended audience, benefits for learning and teaching (Baharun & Porter 2009), the message/s, perceptions of design, visual imagery in relation to written language or the first draft of script, client expectations, and cultural difference. Other important considerations include what exactly the client requires, level of client commitment, length of time required to deliver product, budget, production values (envisaged and practical), and providing continuity, links and potential for interactivity such as discussion forums.

In order to investigate these issues, participants will be provided with good/bad examples of video production for discussion and will script and produce their own short video in response to a brief.

## Session Activities and Approximate Timings

5 mins	Introduction of issues (with ppt)
5 mins	Short examples from learning and teaching videos demonstrating different approaches
10 mins	discussion about issues raised from examples
15 mins	making short video in groups on a given problem/issue (2 facilitators, flip videos provided)
10 min	showing videos followed by discussion/in context of issues raised at introduction.

## References

Asensio, M., & Young, C. (2002). A learning and teaching perspective. In S. Thornhill, M. Asensio, & C. Young (Eds.), *Click and go video. Video streaming—a guide for educational development. The JISC Click and Go Video Project*, (pp. 10-19). In Karppinen as below

Baharun, N. & Porter, A. (2009) Removing the angst from statistics. In Proceedings of the 5<sup>th</sup> Asian Mathematical Conference, Malaysia, 249-255

Karppinen, P. (2005). Meaningful learning with digital and online videos: Theoretical perspectives. *AACE Journal*, 13(3), 233-250.