Newsfilm Online

EQIBELT Workshop
Part Two
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Overview of the ‘Learning Design’ approach to eLearning

11:45-12:15 Overview
12:15-13:00 Reviewing Examples
13:00-13:30 Pedagogy not Content Discussion

Yesterday I said ‘e’ is for….

Enduring – the ‘Long Tail’

Enquiry – research-teaching in tandem

Empower – things the student can do

What is the archive?

Gaumont Graphic. Silent cinema newsreel produced by the Gaumont company, shown 1910-1932

Gaumont British 1934 -1959. Newsreels shown in British cinemas, continuation from Gaumont Graphic but with sound.

Universal News 1930-1956. Covered many stories and offers a rich source of nostalgia and entertaining items from the period

British Paramount 1931-1957. Premium newsreels that covered major events

Empire News 1926-1930. A wealth of human interest stories and early sports events

ITV's News bulletins: first broadcast in 1955 continuing to the present day providing daily bulletins on current affairs

Channel 4 News: launched in 1982 continuing to the present day providing daily bulletins on current affairs

Channel 5 News: from 1997 until Christmas 2004

Roving Reports: Weekly news documentary films from 1957 - 1967, enough to occupy an half hours broadcasting

Newsfilm Online will also offer access to previously unissued ITN content.

Press Agency Newsfeeds:

Reuters/Visnews (1957-Present).

Visnews began in 1957. Reuters, the world's largest news agency bought control of Visnews in 1992. In 1993 Visnews changed its name to Reuters Television

How to Engage with Archive Materials

What does it contain ?

How do I use it ?

Avoiding a purely subject focus

Encouraging a variety of approaches

Neither
Student focused *nor* Teacher Focused

Concentrating on
Learning Opportunities

Question

I'm teaching my second years about European integration, what's the archive got on Jean Monnet?

I want my students to understand how contentious, how 'revolutionary' post war integration appeared. What can I have them **do** with clips?

Project Team Approaches

Working the archive:

- Searching on a personal interest
- Working on themes and following trails
- Picking 6 clips and thinking of what to **do** with them

Learning Design Matrix

Learning Spaces (contexts)		1. Stimulus: Starter-plenary	1. Stimulus: Topping and Tailing	1. Stimulus: What happened next?	1. Stimulus: Dissonance/shock/the unexpected	1. Stimulus: Observational: Watch closely	2. Narrative (digital storytelling)	3. Collaborative (working together in groups)	4. Conceptual/ procedural: Hypothesis testing (POE)	4. Conceptual/ procedural: Synthesis and extrapolation	4. Conceptual/ procedural: Mindmaps and diagrams	4. Conceptual/ procedural: Analysis (observation, breaking down,	5. Enquiry based learning (inc. PBL)	6. Project based – production of artefacts	7. Empathy/role-play/decision-making	8. Independent study/research	9. Composition/aesthetics
	Large space (e.g. lecture theatre) (LS)																
	Seminar/ Tutorials (ST)																
	Workshop setting/ Practical (WS)																
	Independent setting (IS)																
	On-line (OL)																
	Others																

Learning Designs

Learning Spaces (contexts)

- Others
- Virtual space
- Independent
- Practical space
- Small space
- Large Space

Learning Designs

1. Stimulus
   - Starter-plenary
   - Topping and Tailing
   - What happened next?
   - The unexpected
   - Observing
2. Storytelling
3. Collaborative
4. Developing Ideas
   - Predicting
   - Synthesising
   - Visualising ideas
   - Analysis
5. Problem-solving
6. Authoring
7. Empathy
8. Research
9. cineliteracy

..... work in progress

Learning Designs

Engagement/activities			Exemplars	Ref	
1. Stimulus		The emphasis of this learning design is essentially to stimulate interest and student engagement, although these activities could achieve other learning outcomes as well. Activities typically might include:			
a. Starter-plenary		*showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture*	1. showing a clip to introduce a topic or at the end of one lecture in advance of another 2. show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about	**(1.a.i).** Spurn Point Clip 1991 – what questions would you ask?	**(LS)**
				(1.a.ii)	
b. 'Topping and Tailing'		*taking away the sound or vision from a clip – asking students to imagine what would be present/working to complete the missing script or images*		**(1.b.i) Aldershot tattoo, 1935**	
				(1.b.ii)	
c. What happened next?		*Question of Sport type activity and 'what happened before this...?"*		**(1.c.i) hair-cutting under water in Thailand**	
				(1.c.ii)	
d. Dissonance and shock		*using the clip as a stimulus to provoke ideas, outrage, confusion, etc*		**(1.d.i).** 1988 - Human kidney scare - kidney transfusion example **'Kidney Town' (sale of kidney's in India)**	
				Smoking on tube (demo site) in 1960s	

Learning Designs – ‘Worksheet’

1. **Stimulus**
2. **Narrative** (Storytelling)
3. **Collaborative**
4. **Conceptual/procedural** (Developing Ideas)
5. **Enquiry based learning** (Problem Solving)
6. **Project based –** (Authoring)
7. **Empathy** (role-play/decision-making)
8. **Research** (Independent study)
9. **Composition/aesthetics** (cineliteracy)

Learning Designs – **Stimulus**

Activities to stimulate interest and student engagement

1. Starter-Plenary
2. Topping & Tailing
3. Dissonance & Shock
4. Observational ‘Watch Closely’

Learning Designs – **Narrative**

Sequencing materials to convey a narrative or story

Learning Designs – **Collaborative**

Interacting and collaborating with peers to facilitate the construction of knowledge and understanding

Learning Designs – **Conceptual/procedural**

Optimizing opportunities for students to develop ‘deeper’ understanding of concepts and procedures

- Hypothesis Testing (POE)
- Synthesis
- Mindmaps & Diagrams
- Analysis
- Extrapolation

Learning Designs – **Enquiry based learning** (inc. PBL)

Using resources to solve ‘real world’ (authentic) problems or issues presented to them

Learning Designs – **Project based**

Authoring artefacts – ‘learning by doing’.
Student authored video edits.

Learning Designs – **Empathy / role-play / decision-making**

‘Walking in the shoes of others’: decision making and role-play activities using video archives

Learning Designs –
Independent study/research

Encouraging the learner to search and research materials using the search facilities/engine and the archive as a source of data

Learning Designs –
Composition / aesthetics

Exploring the archives from the perspective of composition and aesthetics
(mis en scene and montage)

Learning Designs – ‘Worksheet’

Engagement/activities		Exemplars	Ref	
1. Stimulus	The emphasis of this learning design is essentially to stimulate interest and student engagement, although these activities could achieve other learning outcomes as well. Activities typically might include:			
a. Starter-plenary	*showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture*	1. showing a clip to introduce a topic or at the end of one lecture in advance of another 2. show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about	**(1.a.i).** Spurn Point Clip 1991 – what questions would you ask? **(1.a.ii)**	**(LS)**

Reviewing Examples

12:15 - 13:00

1. Stimulus	Starter-plenary
	Topping and Tailing
	What happened next?
	The unexpected
	Observing
2. Storytelling	
3. Collaborative	
4. Developing Ideas	Predicting
	Synthesising
	Visualising ideas
	Analysis

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5. Problem-solving
6. Authoring
7. Empathy
8. Research
9. cineliteracy

Example One

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1. Stimulus	Starter-plenary
	Topping and Tailing
	What happened next?
	The unexpected
	Observing
2. Storytelling	
3. Collaborative	
4. Developing Ideas	Predicting
	Synthesising
	Visualising ideas
	Analysis

5. Problem-solving
6. Authoring
7. Empathy
8. Research
9. cineliteracy

Example Two

13:00-13:30
Discussion

Pedagogy not Content:
a better driver for e-learning?