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Outreach with video: Using YouTube and screen and lecture capture to reach thousands.

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Outreach with video

Using YouTube and screen and lecture capture to reach thousands.

Graham R Gibbs
Outline

• My experience of creating video on YouTube
• What to use video for
• Production issues
• Pedagogic issues
• Dissemination
• Help
Online QDA channel

A much better introduction. The interviewee is given information about the topic of the interview and the interviewer checks through the ethical issues.
OnlineQDA web site

Learning Qualitative Data Analysis on the Web

Getting started and the theory of Bourdieu

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Affiliation: University of Huddersfield
Date written: 9th May 2012

Learning outcomes
1. Understand how personal experience and understanding of the relevant literature can help define a research topic.
2. Understand how theoretical ideas from Bourdieu can be used to illuminate the area of entrepreneurship education that Sally was investigating.

Sally first got interested in this topic after starting an Ed.D. She used concepts from the French sociologist Pierre Bourdieu to explore themes related to the impact of gender on the teaching and learning of enterprise in HE and its associated influence on women’s desire for, or confidence in, putting this knowledge into practice. She explored the interaction of habitus, capital and field as a theoretical framework.
Part 1 looks at how she got interested in the field and how she used Bourdieu's ideas to understand what she found.
What to use video for

- Lecture capture
- How to use software (e.g. SPSS, Summon)
- How to access online resources
- Explaining techniques
- Explaining theoretical ideas/key concepts
- FAQs
Video Production

• Screen recorder – e.g. Camtasia
• Videoing lecture sessions
• Sit in front of camera and talk
• Green screen
• Interviews
• Visiting speakers
• Etc.
Pre production

• Write script (can be notes, as for lectures)
• Prepare images, texts etc.
• Arrange for camera if needed (use iPhone)
• Get software (Camtasia, NLE – Final Cut Pro, Premiere, iMovie for iPad £2.99)
• Learn how to use it all!
iPhone
Production issues

• Length. Short is good
• Follow YouTube guidelines on production (Mac = H264, 30fps, AAC, HD if possible etc.)
• Titles and credits are important
• Sound quality (Lavalier/tieclip mics best, avoid echo)
• Use separate digital sound recorder
• Visual quality – depends. Need good quality for text. HD does look more professional
Pedagogic enhancements

- Add in text and images
- Use captions/subtitles
- Zoom in (and Ken Burns effects) and highlighting
- Callouts
- Commentary (audio or captions)
- Freeze frame
- BUT all takes time, sometimes simple is best.
Dissemination

- YouTube
- Set up a channel (free)
- Upload is easy and quick from on-campus
- Titles, metadata, description important. Put UoH on titles etc.
- Use chat to answer questions
- Can be viewed on any browser incl. iPhone, iPad
- OER - Use [CC licence](https://creativecommons.org/licenses/by/4.0/)
- Embed in Unilearn
And then...

- Sit back and wait for views and feedback
- YouTube analytics
Help from Jisc

- Using Video in Teaching and Learning
- Still images, moving images and sound advice
- EdMediaShare
- Video Production - lecture capture
- Video Production - Location planning
- Designing video for teaching and learning
Conclusions

• YouTube **disseminates** our work
• Easily **accessed** by our students
• ** Extends the profile** of you and the University
• **Promotes our reputation** for good quality teaching and research
• **Gives something back** to the community
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