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Case study. We're not the Open University. So can we do it?

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# Case study. We're not the Open University. So can we do it?

Graham R Gibbs & Stephen White  
University of Huddersfield

# Outline

- MSc by distance learning
- Finding and creating resources
- Student use of resources
- Wider use of resources
- Further challenges

# Resource based teaching

- Modules on MSc Social Research and Evaluation
  - Use of computers in social research (in 1990s)
  - Interviewing Skills
  - Questionnaire Design
- Followed OU model
  - Course handbook – step by step work
  - Computer resources to use (on disk)
  - WWW not well developed
- Students liked (flexible), only few f2f meetings

# Rebirth as an online course

- Traditional MSc not recruiting
- School approval to launch online version
- Flipped classroom philosophy
- Standard MSc fee structure
- Resource based – especially OERs
- School support for team to create resources

# BUT

- Little experience of resource use
  - One member of team
- Little experience of online teaching
  - Two members of team
- Little experience of and infrastructure for new technology
- Little understanding from university of marketing and support needs

# Key tasks

- Convert existing face-to-face curricula to OER based DL versions
- Find, appraise and adapt existing OER materials
- Create new OER materials
- Develop teacher skills with DL pedagogy and associated tools
- Develop open access web pages for the OER materials and closed VLE pages for registered students.

# Two pilot modules

- Jan - April 2014
- Offered for free to PhD students as part of research methods training
- Social Research Methods
  - Lectures already on video
- Introduction to qual. and quant. data analysis
  - Some videos already recorded.
- Teaching model
  - watch video, do offline/online exercise, online discussion or Q&A



# Finding and checking existing OERs

- Lots available
- Time needed to check suitability
- Use as core or as complementary
- BUT
- Hard to persuade colleagues to use other's OERs

# Where third party resources have come from

Resource	%
<b>YouTube:</b>	<b>50</b>
Your Libraries' digital resources (such as e-Books):	44
Other courses on your Institution's VLE (such as Blackboard):	32
Professional body website:	24
<b>HEA website:</b>	<b>19</b>
Discipline specific website (such as OnlineQDA.hud.ac.uk):	16
Corporate website:	14
Another Institution's website / VLE:	11
National educational repository (such as JORUM):	8
Open access repository (such as OpenLearn):	8
iTunesU:	8
Box of Broadcasts:	8
Flickr:	4
Other (incl. own developed resources):	3
BUFVC:	1
MOOC / opencourseware (such as edShare):	0

Lots of use of available digital resources

2013 survey UK teachers of qualitative research.  
N=115

# E.g. UK research methods resources - examples

- [National Centre for Research Methods](#)
- [ESDS](#) & [ESDS Qualidata](#)
- [Realities](#)
- [Methods@Manchester](#)
- [You Tube](#) and [Vimeo](#)
- iTunes University & [YouTube EDU \(University\)](#)
- [V-Resort](#)
- [TQRMUL](#)
- [RLO-CETL](#)
- PARLE
- [Jorum](#)
- [CAQDAS Networking Project](#)
- [Exploring Online Research Methods](#)
- [Online QDA](#)

# Making OERs

- Principally videos
- Technical support provided
- Camtasia (especially for software use)
- Video mini-lectures
  - Green screen, lecture capture approach

# Video Production – Skills needed

- Films skills – camera, sound, editing
  - 1 hr. production -> 4 hrs. post production work
- Interviewing (asking right questions etc.)
  - Needs subject experts
- Scripting – converting video into learning object
  - Needs subject experts
  - Work with editor

Graham R Gibbs  
What To Watch  
My Subscriptions  
Social  
Playlists  
History  
Watch Later

SUBSCRIPTIONS

- how2stats
- MAXQDA VERBI
- ayabaya
- Andy Field
- CathyMooreElearning
- MarketResearchVideos
- Silvana di Gregorio
- jillrhine
- flame0430
- Veritasium
- Deborah Rowe
- ATLAS.ti - Qualita...
- Pete Woodcock
- RQDatauto
- QSR International
- Social Blade
- strideproject
- Qualitative Data Analysis ...

Browse channels  
Manage subscriptions

2,391 subscribers 469,485 views Video Manager



Graham R Gibbs

Subscribe 2,389

Videos Discussion About

Grounded theory

A series of videos on Grounded Theory from a lecture to Masters (graduate) students. Also included is a selection of good videos on YouTube about Grounded Theory, including four by Barney Glaser, one of the foun...

<p><b>Grounded Theory - Core Elements. Part 1</b> by Graham R Gibbs 34,936 views</p>	<p><b>Grounded Theory - Core Elements. Part 2</b> by Graham R Gibbs 16,134 views</p>	<p><b>Grounded Theory - Open Coding Part 1</b> by Graham R Gibbs 38,316 views</p>	<p><b>Grounded Theory - Open Coding Part 2</b> by Graham R Gibbs 17,355 views</p>	<p><b>Grounded Theory - Open Coding Part 3</b> by Graham R Gibbs 14,489 views</p>
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Social Research Methods and Design

A series of lectures given to postgraduate (graduate) students at the University of Huddersfield about social research methods and research design. Topics covered include issues of the quality of both qualitative and qu...

<p><b>The Nature of Social Research</b> by Graham R Gibbs 491 views</p>	<p><b>Reliability, validity, generalizability and credibility...</b> by Graham R Gibbs 13,312 views</p>	<p><b>The Quality of Qualitative Research. Part 2 of 3 on Research Quality a...</b> by Graham R Gibbs 3,857 views</p>	<p><b>The Process of Research. Part 3 of 3 on Research Quality a...</b> by Graham R Gibbs 2,298 views</p>	<p><b>Social Surveys. Part 1 of 2 on Surveys and Sampling.</b> by Graham R Gibbs 3,750 views</p>
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Template Analysis: An Interview with Prof. Nigel King

In ten parts, Graham R Gibbs interviews Prof. Nigel King about his Template Analysis approach to qualitative data analysis. They discuss the details steps involved and how it compares with other forms of qualitative ana...



Related channels on YouTube

- StanfordUnive...  
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- Yale University C...  
Subscribe
- UCBerkeley  
Subscribe
- Iswebsite  
Subscribe
- statisticsfun  
Subscribe
- Brandon Foltz  
Subscribe

# Mentor support - video

- Many videos already made
- Teachers saw examples of videos made
- Technical support – esp. for camera work and editing
- Green screen used to give more natural feel in presentations.
- Mainly lecture based
- Need to support different lecture styles when recording (e.g. prompt notes – autocue?)
- Need to rethink content because students not present when viewed

# Video example

Theoretical framework:

- Social Constructionism
- Anti-essentialism
- Historical and cultural contextualism

Discourse Analysis





# Mentor support – Adobe Connect

- Adobe Connect used for webinar sessions
- Two staff training sessions run (intro and advanced). Some anxiety about use.
- Technical and lecturer support in early sessions. Teachers appreciated this.
- Live experience needed.
- AC user interface not intuitive

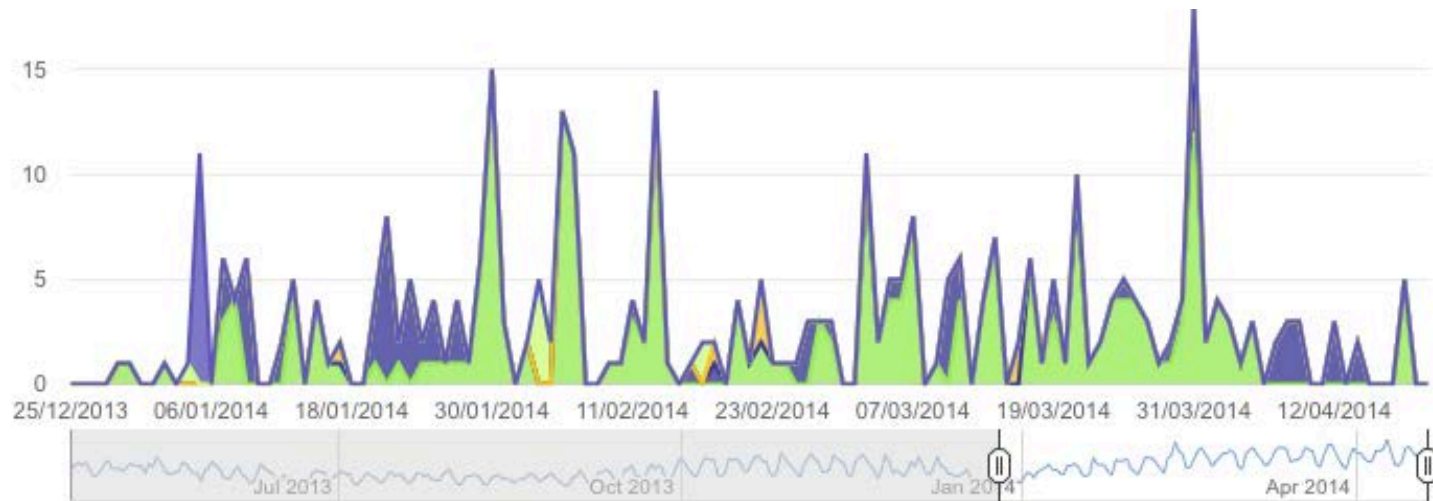
# Teaching experiences

- Demonstrations online. E.g. use of SPSS.
- Shared coding online
- Offline exercises then discussion – worked well (but small number of students).  
Enjoyable.
- Online discussion of exercises, e-mailed to tutor and then shown online. Good for clear focus

# Not without problems

- Video
  - Time to make videos
  - Camtasia crash -> lost recording
- Adobe Connect
  - Software pushed to limits (e.g. screen sharing)
  - Breakout groups tried and rejected
  - Students did not have headphones & mics. Had to use chat. Often OK but sometimes not ideal.

# Student use of Videos



Top level > [Embedded player on other websites](#) > [hud.ac.uk](#)

Geography

Date

☐ Geography

Views ↓ ?

Estimated minutes watched ?

Average  
view  
duration ?

☐ [United Kingdom](#)

224 (57%)

2,145 (68%)

9:34

☐ [United States](#)

80 (21%)

488 (16%)

6:05

# Student engagement

- Peaks coincide with days of webinars
- I.e. students watched just before online sessions.
- Attendance at online sessions low (approx 50%)
- But, students enjoyed, good engagement and positive feedback
- Q&A often focussed more on students' research design requirements



# Student opinions of videos

- Liked ability to pause and replay
- Some preferred to use textbook and reading material
- Most watched videos before sessions and liked links with discussion/exercise.
- Used less frequently at other times
- Needed reminders to watch (and to do exercises)

# OER reception beyond the course?

- Almost all videos are OER (CC 3.0 licence)
- Can serve as good publicity and marketing as well as ERs

# YouTube comments and messages

## and YouTube Analytics

- Some comments from students and teachers
- Frequent use of videos alongside viewer's own research and courses
- Some embedding of videos in other websites



“Thank you for sharing all the videos related to research methods on Youtube.

I have learned a lot from watching them and also think that this is a good media for self-learning.

I am a surgeon from Taiwan and doing a PhD related to surgical education in \*\*\* Univ.

Using a qualitative approach is a new and big challenge for me. Your effort makes my life easier.

Thank you so much!

Best Wishes,

Mary

--

Department of Medical Education





Department of Surgery

\*\*\*\* \*\* University Hospital”

# A real fan!

- [Cassarndra \\*\\*\\*\\*\\*](#) 15 Apr 2014 • [Reliability, validity, generalizability and credibility. Pt .1 of 3: Research Quality](#)
- “Fantastic Lecture! I utilised it for my research methods class in Clinical Psychology. It was clear, concise and understandable. Wish you lectured at my university!”

# Embedded video locations

<input type="checkbox"/> Playback location 	Views 	Estimated minutes watched 	Average view duration 
<input type="checkbox"/> <a href="#">hud.ac.uk</a>	90 (8.7%)	485 (6.4%)	5:23
<input type="checkbox"/> <a href="#">um.edu.my</a>	79 (7.7%)	973 (13%)	12:18
<input type="checkbox"/> <a href="#">unknown</a>	65 (6.3%)	339 (4.5%)	5:12
<input type="checkbox"/> <a href="#">ecollege.com</a>	51 (4.9%)	315 (4.2%)	6:10
<input type="checkbox"/> <a href="#">gre.ac.uk</a>	48 (4.7%)	771 (10%)	16:03
<input type="checkbox"/> <a href="#">facebook.com</a>	46 (4.5%)	362 (4.8%)	7:51
<input type="checkbox"/> <a href="#">usg.edu</a>	44 (4.3%)	187 (2.5%)	4:14
<input type="checkbox"/> <a href="#">une.edu.au</a>	33 (3.2%)	113 (1.5%)	3:26
<input type="checkbox"/> <a href="#">Gmail</a>	30 (2.9%)	186 (2.5%)	6:12
<input type="checkbox"/> <a href="#">amara.org</a>	29 (2.8%)	142 (1.9%)	4:52
<input type="checkbox"/> <a href="#">embedly.com</a>	27 (2.6%)	54 (0.7%)	1:59
<input type="checkbox"/> <a href="#">cwu.edu</a>	26 (2.5%)	288 (3.8%)	11:05
<input type="checkbox"/> <a href="#">uws.edu.au</a>	25 (2.4%)	211 (2.8%)	8:27
<input type="checkbox"/> <a href="#">blackboard.com</a>	24 (2.3%)	228 (3.0%)	9:29

# Embedded videos

- UK and US universities:
  - Robert Gordon, U. Maryland Greenwich, South Georgia, New England (Au), Western Sydney, Central Washington.
- Lampschools: 12 private, liberal arts colleges
- Amara
  - Crowd sourced translation platform for YouTube.
- eCollege: Pearson Publisher learning platform

### أحدث التدوينات

- استخدام النظرية في البحث العلمي، من كتاب Creswell
- اختيار موضوع البحث العلمي
- مقومات البحث العلمي
- Possible questions for PhD upgrade viva
- مجلة سوانح مبعث (العدد الأول)
- تعلم اللغة الإنجليزية للأشبال
- أهم المجلات العلمية (2)
- لقاء أونلاين: تجربي في الإقريد – مناقشة الدكتوراه
- تعليق على مقال: "كيف تفشل في كتابة رسالة دكتوراه"
- مجلات علمية وقواعد بيانات في البحث العلمي (1)
- الاختبار الشامل لمرحلة الدكتوراه
- كيف تفشل في كتابة رسالة دكتوراه
- كيفية اختيار موضوعاً لرسالتك العلمية
- كيفية الاستعداد لإختبار الأيلنس IELTS
- وهم الموضوعية (في الدراسات الإنسانية) محاولة للهم
- كتابة (فصل) منهجية البحث Research Methodology
- الأصالة في البحث العلمي (Originality)
- What is your research?
- Contribution Gap
- كيفية تصنيف (البيانات النوعية) في دراسة الحالة (Case study)
- نصائح عند اختيار الجامعة (بريطانيا)
- نموذج لكيفية تلخيص الدراسات العلمية (من خدماتنا)
- أنواع دراسة الحالة Case Study
- نقد الدراسات العلمية

## أنواع دراسة الحالة Case Study

نشرت في 11/29/2013 بيد مركز التعلم لفعال — لا توجد تعليقات في

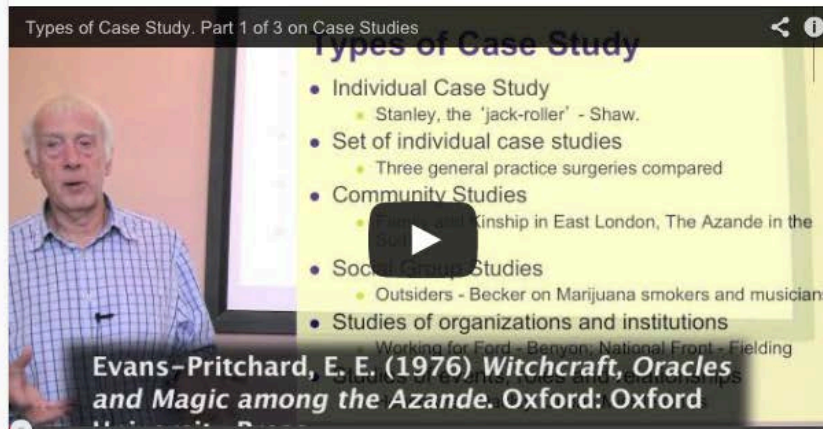
أنواع دراسة الحالة (في البحث النوعي Case Study) يشرحها في ثلاثة مقاطع (فيديو) الدكتور:

Graham R. Gibbs لمعرفة المزيد عنه من هنا

وستجد الكثير من المقاطع الجيدة على قناته الخاصة اضغط هنا

وللقراءة عن دراسة الحالة Case study : اقرأ التدوينة السابقة التي نشرناها من هنا

المقطع الأول





## Virtual Graduate School

## Journal of Research

## Topics

Advanced Quantitative  
and Qualitative  
Research Methods

Qualitative Research

Conversation Analysis

Discourse Analysis

Grounded Theory

Visual Methodologies

Open Days

Student Home Page

Blackboard

Facebook

Twitter

## Tweets

Follow

Virtual Grad  
School  
@ucdoncastervgs  
I will be presenting on the  
development of the VGS  
at the ESRC Research  
Methods festival 8-10  
July see programme here  
[ncrm.ac.uk/RMF2014/prog](http://ncrm.ac.uk/RMF2014/prog)

UCB  
Education&Commun  
@UCBChildEd  
8 Jan

# Qualitative Research Approaches



## Grounded Theory

Grounded theory is one of the most commonly used approaches to qualitative data analysis in Educational and Social Science research. This approach was first developed by Glaser and Strauss in 1967. The key premise of grounded theory is that the researcher should approach the analysis of data with an open mind and without an expectation of what they are going to find. The researcher then seeks to develop a theory to explain the events or phenomena studied. This theory should be based on (grounded in) what the data, usually collected through interviews, suggests. Thus the development of theory in this approach relies strongly on a process of discovery, through a close up study of the primary data.

The following video and PowerPoint files are taken from a lecture by Graham R Gibbs on grounded theory filmed as part of a postgraduate masters on social research methods.

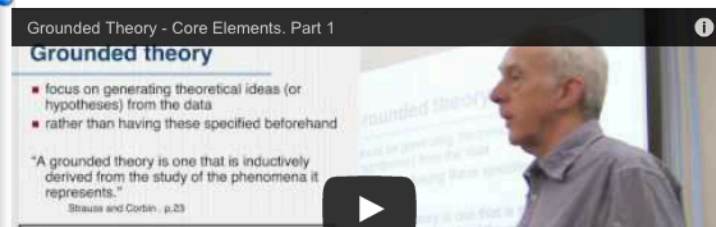
## Associated Topics

- [Conversation Analysis](#)
- [Discourse Analysis](#)
- [Ethnography](#)
- [Grounded Theory](#)
- [Narrative Analysis](#)
- [Phenomenology](#)
- [Qualitative Data Analysis Software](#)
- [Visual Methodologies](#)

## Quick Resource Links

- [Glossary of qualitative research methods \(.pdf\)](#)

**Part 1: Core elements of Grounded Theory** In this 11 minute video, Graham R Gibbs introduces the idea of developing grounded theory and discusses some of the core elements of the approach to qualitative data analysis.








Dr Ester Ehiyazaryan-White

# Survey of OER video users

- Target population
  - 157 YouTube key users (comments etc. on my Channel)
  - 35 e-mail contacts
- Asked about use as students and use as teachers.

# Judging videos (students and teachers)







2. How do you judge the videos you find?	
Watch them a bit to see if they're worthwhile:	
They are from channels I've subscribed to:	
They are from a trusted university/institution:	
They are from an academic/teacher I trust:	
They made the issues understandable:	
Other ( <i>please specify</i> ):	
Read the description	

Less than previous research

n=14



# Intelligent viewing

4. How did you use the videos?	
Watched them more than once:	
Took notes from the video:	
Paused playback when needed:	
Just for revision:	
A complement to classes:	
As part of self directed study:	
Alongside reading textbooks:	

n=12

# Use in teaching

## 7. How have you used or reused these videos in your teaching?

Used the video in a taught session:



As a compulsory part of a course:



Use as supplement to a course:



Just extra material:



Other (*please specify*):






I will use the concepts and if I can download them I will play them in my class

Mainly to postgrads and PhD students

n=8

# Re-editing?

8. Have you edited or modified the videos?	
No, used the whole videos:	
Just a timed extract from a video:	
Used videos alongside other resources:	
Used parts in making another resource (e.g. a video):	

n=8

# CC and openness?

**11.** How important is it that the videos you use are open educational resources (e.g. they have a creative commons (CC) licence)?

Not important. If they are on the web I just use them:



I prefer to use videos that are open or use the CC licence:








If I repurpose materials I always give credit to the authors:



n=8

# Relevance not reputation

## 12. What influenced your selection of videos to use in teaching?

The author of the videos:	
The institution they were based at or that published the videos:	
Who funded the materials:	
The video just covered material relevant to my course:	
Used examples relevant to my students:	
Content was at the right level for my course:	

n=8

# Conclusions

- With support, staff can create good quality resources
- Flipped class works well online
- OERs are being used but not much modified
- Still takes effort and time to find the right resources