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Multimedia contributions to e-learning projects

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NCRM E-Learning Event, 10th November 2009
QUIC, Christina Silver & Graham Gibbs

CAQDAS Networking Project & QUIC
– CNP since 1994
– Face-to-face training

CAQDAS/QUIC and Online QDA/Requallo
– ‘sister’ projects
– complementary purposes
– integrate resources
Using Video and Audio for training
How is QDA taught?

Hammersley, 2004, three approaches
1. The craft approach
2. The professional approach
3. Bricoleur
   All reject
4. The procedural approach
Craft approach

• Learning ‘at Nellie’s knee’
• Form of apprenticeship with senior researcher
• Small numbers
• Focus on practical skills
• Skills caught not taught (Leonard, 2000)
Response to massification

• Procedural approach easier to teach and manage
• Craft approach etc. cannot deal with large numbers (Qual. Res. very popular)
• Plus, diversification of approaches.
• New text books esp. on QDA
• BUT learners want to see fine detail of real cases
REQUALLO

• Audio, Text and Video in RLOs
• RLO = Reusable Learning Object
  – Activity
    • Text
    • Images
    • Video
    • Audio
  – Feedback/exercises/tests
• And downloadable resources/assets
Making Audio

• Recording using Roland Edirol R-09
  – Record at high quality (WAV)
  – Edit using Peak LE6 (Mac) or Audacity (Mac, PC) or other.
  – Save as MP3 for loading on WWW.

• Quality Issues
  – background noise,
  – HQ recordings (WAV) - Big SD HC cards
  – Editing out dross

• WWW open player (Yahoo) - not reliant on Flash player in browser
Elicitation of accounts

• Researchers talk about thinking and creativity involved in actual analysis
• Use text, video and audio. Learners get experience like apprentices
• Making suggestions not possible (unlike senior researcher) but does include commentary
• E.g. Frances on medical-based perspective.
• Frances on initial template
Making video

• Camera (HD or not)
• Software (Final Cut or Adobe Premiere Pro)
• Formats for Web
  – Flash good at this but needs browser plug in
• Dreamweaver for page makeup
• Studio -
  – Quiet
  – Probably two cameras.
  – Sound – directional mics.
  – Good background/ poor background
Making video cont.

• Making interesting
  – more advanced edits
  – combine with animations or text

• Can be done with PP e.g. using Camtasia
Promotes comparison

• Case by case and subject by subject.
• Students see how explanations are created
• Like apprenticeship. Teacher explains how this example is like or unlike novice’s example.
• A kind of reverse construct elicitation
• King on template analysis vs. Frances
Includes procedures

• Steps to go through, moderated by how researchers modify them
• Exemplars, rather than explicit stages
• Steps illustrate thinking and creativity
• Learners must come up with own ideas
• E.g. Frances on revising her codes
Feedback

• Each exemplar contains assessments/tests/exercises/notes
• Provide frequent feedback
• Repeatable at student demand
• Builds confidence, reduces anxiety
• E.g. test on getting the idea.
• All the sound, text and video files can be downloaded and used separately
‘Training on using software’

Screen recording

• E.g. Camtasia
• E.g. How to use software
• Use of pen tool
• Editing recording
• No Streaming server required
Chroma Key

Combines video and PowerPoint/background images/video
Also called green (or blue) screen
As used by weather forecasters.
Chroma Key cont.

• Demo at Huddersfield
Rationale for QUIC Materials

• Supplement CAQDAS & Online QDA/Requallo

• Self-learning VLO’s
  – Designed for learners...teachers...?

• Levels of provision
  – Basic & comparative support
    • Choosing software
    • Lack of institutional support
Rationale for QUIC Materials cont...

Methodological Innovations in Computational Support (MICS)

• cutting-edge CAQDAS technology and its relationship with methodology
  – working papers
  – comparative evaluations

• step-by-step support for selected specific tasks
  – Data Integration
    • analysing open ended questions to surveys using CAQDAS packages
    • text mining tools
  – Visual Analysis
    • preparing audio-visual data for CAQDAS packages (using short video/audio clips)
    • handling multi-stream video data
  – Geo-referencing
    • integrating geographical data within CAQDAS packages
Plan of Webpages for OEQ Materials

Outline of architecture & terminology for each package

Summary of strengths & weaknesses of each package in this context

ATLAS.ti
- Data Preparation Instructions
  - Qualitative Analysis Strategies
    - Quantitative Analysis Strategies within CAQDAS
      - Export data to SPSS or MS Excel

MAXqda
- Data Preparation Instructions
  - Qualitative Analysis Strategies
    - Quantitative Analysis Strategies within CAQDAS
      - Export data to SPSS or MS Excel

NVivo
- Data Preparation Instructions
  - Qualitative Analysis Strategies
    - Quantitative Analysis Strategies within CAQDAS
      - Export data to SPSS or MS Excel

QDA Miner
- Data Preparation Instructions
  - Qualitative Analysis Strategies
    - Quantitative Analysis Strategies within CAQDAS
      - Export data to SPSS or MS Excel

Generic items Relevant to all programs
- Description of BMRB Post Flood Event Survey data used in examples
- Discussion of "Document per Case" vs "Document per Question"
- Selection of variables/attributes to use in CAQDAS
- Checking Data Reduction coding

CAQDAS QUIC - Qualitative Innovations in CAQDAS