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Original Citation

Gibbs, Graham R. (2012) Video based OER: Production, discovery, dissemination. In: Higher Education Academy Social Sciences Teaching and Learning Summit: Teaching Research Methods, 21 - 22 June 201, Radcliffe House, Warwick Conferencing Centre, University of Warwick.

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Video based OER: Production, discovery, dissemination

Graham R Gibbs

University of Huddersfield



HEA, Social Sciences Teaching and Learning Summit: Teaching
Research Methods, 21-22 June 2012, U. Warwick, UK



Outline

- The projects
- Cost/benefit issues
- Quality issues
- Dissemination
- Pedagogic issues



Open Educational Resources

- **Definitions**
- “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others”
 - The Hewlett foundation
- “digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research”
 - OECD



OnlineQDA web site

The screenshot shows the OnlineQDA website interface. At the top, there is a logo for 'ONLINE QDA' and a search bar. Below the logo, the text reads 'Learning Qualitative Data Analysis on the Web'. A navigation menu includes 'How to use', 'Analysis', 'Tutorials', 'Using software', and 'Software guides'. On the left side, there is a sidebar with links: 'Where am I?', 'Methodologies', 'Resources', 'Glossary', 'Contribute Materials', 'Site Map', and 'Contact'. Below the sidebar, there is a 'Notes' section featuring a portrait of a man and a list of Bourdieu's works with their translators and publishers. The main content area features the 'REQUALLO' logo and the title 'Getting started and the theory of Bourdieu'. It includes author information (Graham R. Gibbs, University of Huddersfield, 6th May 2012), a 'Learning outcomes' section with two numbered points, and a paragraph of text about the author's interest in Bourdieu's theory. At the bottom of the main content area, there is a video player titled 'Entrepreneurship, education, Bourdieu. 1: Start...' showing a woman in a library setting.

ONLINE QDA
Learning Qualitative Data Analysis on the Web

NEW REQUALLO


WWW http://onlineqda.hud.ac.uk

BOOKMARK

How to use Analysis Tutorials Using software Software guides

Where am I?
Methodologies
Resources
Glossary
Contribute Materials
Site Map
Contact

Notes:



Bourdieu, P. (1977) *Outline of a Theory of Practice*. Translated by Richard Nice Cambridge: Cambridge University Press

Bourdieu, P. (1991) *Language and Symbolic Power*. Translated by Gino Raymond and Matthew Adamson Oxford: Polity Press

Bourdieu, P. (1998) *Masculine Domination*. Translated by Richard Nice Stanford: Stanford University Press

Bourdieu, P. (2000) *Pascalian Meditations*. Translated by Richard Nice Cambridge and Maldon, MA: Polity Press

REQUALLO

Getting started and the theory of Bourdieu

Authors of this page: [Graham R. Gibbs](#)
Affiliation: [University of Huddersfield](#)
Date written: 6th 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.

Entrepreneurship, education, Bourdieu. 1: Start... Share More info



3 Projects

OnlineQDA

- Graham R. Gibbs, University of Huddersfield
- Professor Nigel Fielding, University of Surrey
- Ann Lewins, QDAS and University of Surrey
- Celia Taylor, University of Huddersfield



REQUALLO:

- Graham R. Gibbs, University of Huddersfield
- Colm Crowley, University of Greenwich
- Ann Lewins, QDAS and University of Surrey
- Andrew Teal, University of Huddersfield
- Dawn Clarke, University of Huddersfield
- Christina Silver, University of Surrey



Discovering Collections of Research Methods Open Educational Resources

- Isabelle Brent, C-SAP, University of Birmingham
- Anna Gruszczynska, C-SAP, University of Birmingham
- Graham Gibbs, University of Huddersfield,
- Andrew Teal, University of Huddersfield
- Kate Orton-Johnson, University of Edinburgh
- Ian Fairweather, University of Manchester



Videos on qualitative analysis

- REQUALLO produced video of interviews with PhD students about their qualitative analysis

PLUS:

- Videos of lectures
- Expert interviews
- Videos of conference presentations
- Camtasia recordings on website use



1. Costs and benefits

- Skills
- Time
- Reach



Video Production – Skills needed

- Films skills – camera, sound, editing
- Interviewing (asking right questions etc.)
 - Needs subject experts
- Scripting – converting video into learning object
 - Needs subject experts
 - Work with editor



Production issues

- Length – short = reusable/watchable
- Encoding – Used Flash to ensure cross platform.
- Now does not work on tablets so use YouTube
- HTML5 in longer term. But needs web expertise.



Economic costs

- Not cheap (hardware, software, time, expertise)
- Need for updating (fashion, HD, content)
- Sustainability – at least RM content lasts. For longer term, I maintain website. After that??



Benefits

- Relatively long lasting resources
- 125,000 total views on YouTube (over 2 yrs)
- Approx 500 visitors per day on OnlineQDA
- OnlineQDA videos watched 30-40 times a day for about 5-6 mins.



2. Quality

- Sound quality – more imp. than picture
- Visual quality – depends. Needs good quality for text. HD can look more professional
- Visual aesthetics (composition, lighting etc.)
- Licensing – found free to use music etc.
- Copyright – Not at all clear, but now use the CC licence.
- Web pages – Easy to get to resources. Used academic design aesthetic (the research journal).



3. Dissemination

- Original approach:
 - Conferences
 - Leaflets
 - Workshops
- But realised that students and staff both now use Google to find resources.



Research Methods OER Dissemination Project

- Key objective: to improve the discoverability of OER materials to support research methods teaching
- Explore how teaching staff search and use methods resources through:
 - » Online survey of practices
 - » Expert workshops & user groups

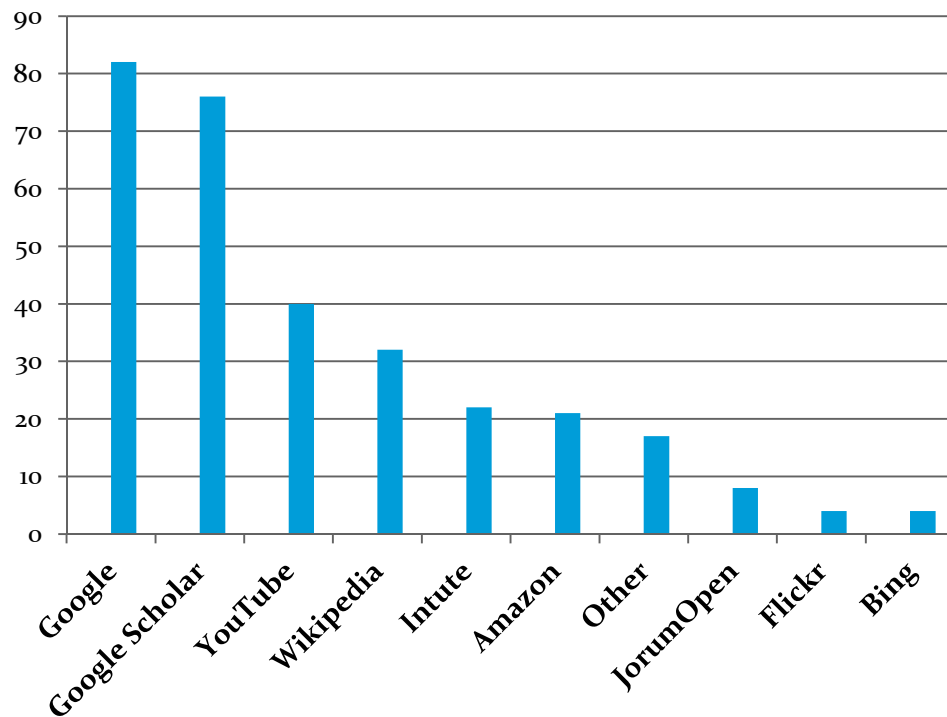


Online Survey, Key Findings (n=99)

- Most academics make specific searches for resources rather than engage in general searches on an ongoing basis
- Who created the resource is important
- Knowing the disciplinary context of a learning resource is useful
- Quality is more important than format
- Mixed views on user ratings (e.g. Amazon style stars)
- Copyright not regarded as important if used for educational purposes
- Most popular sites/search methods are Google, Google Scholar, YouTube and Wikipedia



Sites used most often to search for resources



Key Findings of Expert Workshops

- Trust is key issue – people prefer in-house or resources from known universities (or publishers)
- Own data sets preferred for teaching methods
- Licensing not seen as an issue within academic institutions
- Disciplinary origin of resources less relevant than using examples that connect to students
- Most participants not keen to submit OERs



Findings of User-Testing with OER search

- User problems with all OER sites
- Number of irrelevant results weakened trust
- Presentation of sites was confusing
- Not enough information given about resource, author etc.
- Slow download time of resource plus additional barriers
- Google considered more effective for finding resources



Actual use

- 125,000 views on YouTube, 500 visits per day on Online QDA
- OnlineQDA Links from: Universities of Surrey, Hertfordshire, Glasgow and Edinburgh, UWE, and Herriot Watt, Middlesex, Robert Gordon and Liverpool Hope Universities
- BUT
- Biggest link is from Laureate Intl. Univ. in USA



YouTube

- UK – 27%, USA – 26%. Other common countries of origin - elsewhere in Europe, Australasia and South Africa
- Written feedback (discussion) suggests many are researchers or research students learning about aspects of qualitative analysis



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 Imperial.

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

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Department of Medical Education

Department of Surgery

National Taiwan University Hospital



YouTube analytics

The screenshot shows the YouTube Analytics interface for a video titled "How to do a research interview". The interface includes a navigation menu on the left with sections for "Views reports" (Views, Demographics, Playback locations, Traffic sources) and "Audience retention" (selected). Below "Audience retention" are "Engagement reports" (Subscribers, Likes and dislikes, Favorites, Comments, Sharing) and a "Send feedback" button.

The main content area is titled "Overview > Audience retention" and includes a "Download report" button. It features filters for "Content" (How to do a research interview), "Geography" (Search for locations), and "Date range" (Last 30 days). There are tabs for "Absolute audience retention" and "Relative audience retention" (selected).

A yellow informational box states: "Relative audience retention shows your video's ability to retain viewers during playback by comparing it to all YouTube videos of similar length. [More info](#)".

The video title "How to do a research interview" is displayed with a thumbnail, "VIDEO" label, and metadata: "Uploaded: Nov 30, 2011 - Duration: 18:09 - Lifetime views: 4,777".

A line graph shows relative audience retention over time. The y-axis ranges from "Low" to "High", with markers for "Above average" and "Below average". The x-axis shows time intervals from 00:00 to 17:47. A vertical red line is positioned at 01:16. The blue line representing retention fluctuates around the "Average" level.

Below the graph is a video player showing a scene with two people in conversation. Text on the left side of the player lists qualities: "Knowledgeable", "Structure", "Clear", "Gentle", "Sensitive", and "Open".



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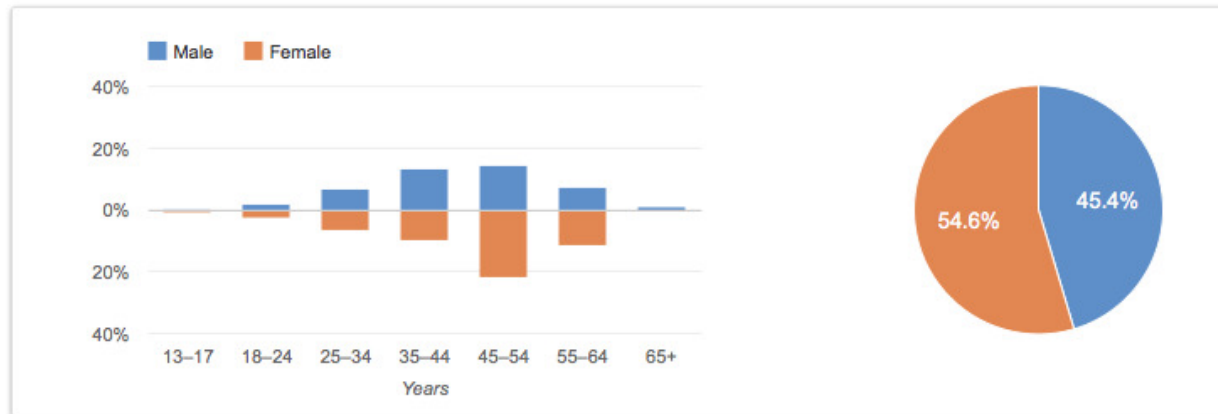


My demographic

Video: Grounded Theory - Open Coding Part 1

Last 365 days (May 10, 2011 – May 8, 2012)

All 100.0%	Male 45.4%	Female 54.6%
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Top locations by views	Views	13-17 years	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65+ years	Gender
1. United States	2,702	0.4%	2.3%	8.2%	19.7%	41.8%	26.1%	1.6%	
2. United Kingdom	2,505	2.7%	6.6%	19.1%	30.4%	28.9%	11.3%	0.9%	
3. Canada	730	1.8%	4.1%	14.3%	17.0%	25.4%	35.5%	1.8%	
4. Australia	494	0.0%	6.8%	12.3%	36.4%	33.4%	11.1%	0.0%	
5. Germany	444	0.0%	9.4%	18.7%	19.4%	52.5%	0.0%	0.0%	
6. Netherlands	294	0.0%	8.8%	31.4%	5.2%	51.6%	0.0%	3.0%	
7. Malaysia	200	0.0%	13.3%	13.6%	42.0%	20.9%	10.1%	0.0%	



4. Pedagogic issues

- Content of videos
- How to embed in teaching



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.
-



Content

- Main issue – extracting out coherent story and elements from whole interview.
- Gave PhD students idea of what we needed
- They found it hard to talk about what they'd done



Not just technical

- Idea - identify technical 'stages' of research
- Depth interviews (approx. 2 hrs.)
- But issue was as much:
 - Becoming a social researcher
 - Confidence
 - Restarting if necessary (Descriptive vs. Normative)
- Captured this by preserving narrative of 5 case studies.



Summary - Key issues

- Subject expertise & video/film expertise
- Flash - HTML5
- Sustainability
- User interest in video OER
- Quality – academic, reputation, known
- Google
- Becoming a researcher

