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FILM BLOGS

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seek LIGHT

**Would you like
to increase
these skills in
your classes?**

- Speaking skills
- Fluency
- Independent learning
- Reflective practice

Objective

Take away at least one creative idea to use in your teaching.



Contents

Why video – inspiration

Independent learning

Blogs

Video blogs

Teacher vs student reflection

Reflective learning

Setting up a task

Troubleshooting

Inspiring engagement video tasks



Why video?

Millennials : Digital generation

“Digital age students want active learning experience that is social, participatory and supported by rich media” (McLoughlin & Lee 2010).

Creators of content, audio and visual files, not passive consumers.

Provides authentic speaking practice (Gromik 2009).

Peer based sharing (Lottering 2018)

Individual and intimate viewpoint

SUPERFICIAL INGUINAL LNS (HORIZONTAL)
Gluteal region & adjoining infra-umbilical abdominal wall
Superficial vessels from external genitalia
Lower anal canal and perianal region
Uterine vessels, coursing with round ligament

INTERSTITIAL TRUNK
CEREBRAL CHLUS
LUMBAL TRUNK
LATERAL (PARA) AORTIC LNS
INGUINAL LIGAMENT
HORIZONTAL SUB-GROUP
SUPERFICIAL INGUINAL LNS
LOWER/ VERTICAL SUB-GROUP

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3:30 / 9:41

Lymphatic Drainage of the Pelvis Lightboard

ANATSC2009 Musculoskeletal Anatomy II

Subscribe 2K

11,179 views

148 likes 7 comments

Published on Aug 18, 2017
Lightboard production detailing the Lymphatic Drainage of the Pelvic Cavity, for Year 2 MBBS Students at the University of Adelaide, delivered by Dr. Nicolene Lottering

Inspiration for using video

A picture is worth a thousand words

“Provide an image to accompany words and the implications of this conclusion for educators are obvious. There is a reciprocal values for the words and pictures which can enhance one another, sometimes in super additive ways.... Especially when students view themselves and use their videos to prompt critical reflection” (Manner & Rodriguez 2010).



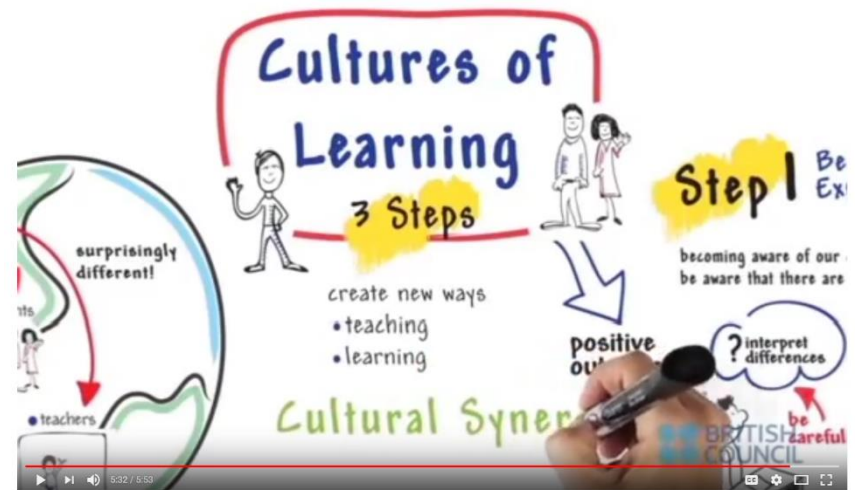
Independent learning

Difficult for teacher centred learners

To assist students to be independent learners teachers need to focus on teaching how to learn and coaching the learning process (Bolhuis & Voeten 2001).

Gardner & Miller (2011) support opportunities for authentic language practice to develop lifelong learners and the use of current technologies.

(British Council 2013)



Cultures of learning - vital feature of international education

Independent learning

Students need scaffolding:

Class negotiation

Grammar, TED talks notes & summary

Vocabulary, and Blogs



Blog advantages

Sattar (2015) emphasises educators need to create environments to motivate students to share, think critically, analyse issues and provide possible solutions.

Self-regulated and autonomous learning are primary elements to fostering lifelong learning (Philips 2016).

There is a large body of research to support benefits of journaling. Reflection involves higher order thinking. Students are motivated to enjoy language learning (Chou & ChanLin 2014).



Why video blogging : vlogging?

From a constructive approach:

Gromit (2012) highlights video is an active approach to learning.

New ideas constructed and concepts based on current and past knowledge.

Blogs encourage students to be self-directed and active role in language learning and a useful tool for critical reflection (Dantas-Whitney 2002).

Creation of video artefacts learners use the task to learn more about the language.



Why video blogging : vlogging?

“Mobilize... social relationships and systems of meaning in ways that are both innovative and locally intelligible” (Okabe & Ito 2006).

Digital archive

Cave et.al (2018) highlights vlogging shows progress over time, increases self-efficacy which enhances motivation.

Learning without constraints of time or space



Vlogging

Case study students produced 13 x 30 second videos (Gromik 2012)

- 46% improvement in word production
- 37% increase in words spoken per second

Increase in skills and strategies to speak more words due to time constraints

All agreed it was interesting to listen to their peers and it was a good learning tool (Gromik 2012).

Positive effect on learners fluency, accent, accuracy (Thomas cited in Sattar 2015).



Process of vlogging

Gromik (2012) case study students did six videos to produce one they felt was their best

20-30 min to produce one video

Plan what to say, script, practice, view themselves, evaluate, empowered to improve and film again

Authentic language practice situated in meaning making

Creative ownership in a relaxed environment



Vlogging advantages

In a blended learning environment vlogging enhances oral presentation skills, especially verbal and non-verbal skills and content delivery. Students reacted positively to the use of video based blogs (Sukiman 2016)

Engaging with blogs engages sharing of material and can have results on multiple levels. Asynchronous nature of online content is an excellent complement to face-to-face discussions (Salter, Douglas & Kember 2017)



Vlogging

Students active participants

Motivating environment –
share, interact, analyse
problems, think critically,
find solutions (Mutmainna
2016).

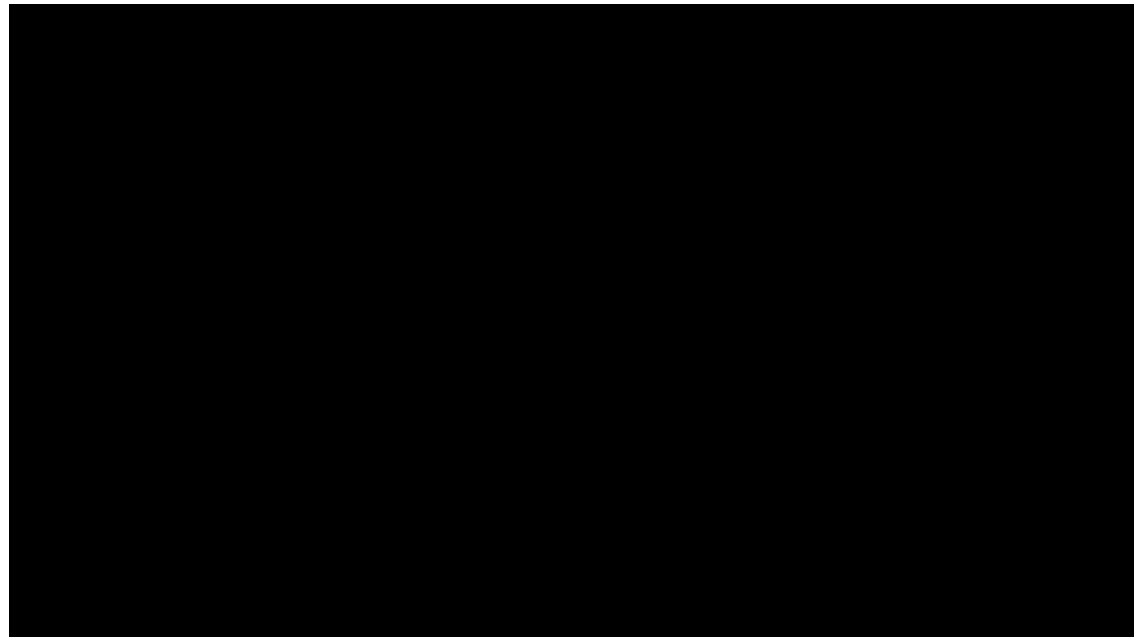


Vlogging

BLOGS

Set tasks according the student needs

Reflective diaries: may help with motivation, self-regulatory strategies and autonomous learning. For example time management and learning opportunities outside the classroom (Kormos & Csizer 2014).



Teacher verses student reflection



Have you ever wondered about the effectiveness of your oral presentation feedback?



Teacher verses student reflection


Another student films the other on their phone.

When students are able to self-monitor and regulate their own learning they may be more motivated and more likely to learn better.

Mozzeon-McPherson (2007) highlights learning through doing, then reflection and reinterpretation. Good advisors ask for answers from learners, so it functions best on their terms.

Publish

Edit



Oral presentation reflection

Adrienne Harris

Oct 26 at 15:38

Watch your last oral presentation film. Make a short video 30-45 seconds reflecting on:

- what you did well
- what you need to improve
- what you will focus on for the next presentation

Submit by 10 pm Sunday evening.

This task has been set to help foster self reflection and independent learning. Viewing your own presentations and learning from them is one of the most powerful methods to understand any weak areas and consequently address them and make positive changes in the future. We look forward to hearing your reflections.

Search entries or author

Unread

Write a reply...

Student OP reflection

Most common class reflection points:

7- Reduce looking at the PPT

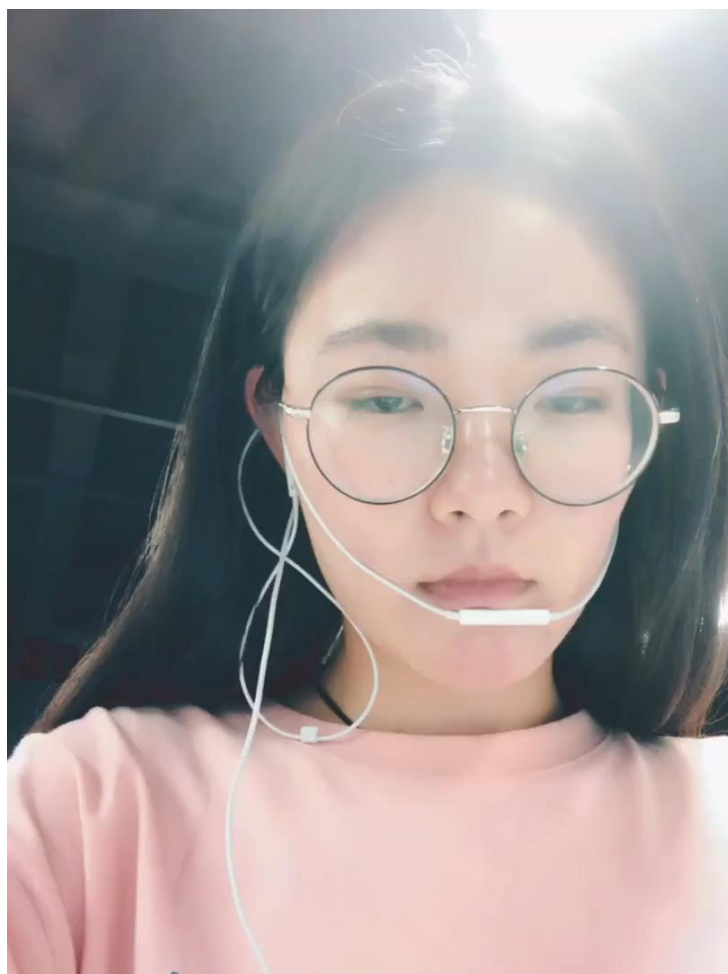
7- Increase eye contact

6- Pronunciation

5- Increase fluency

4- Body language

3- Vocab



Reflective learning

Film is a powerful learning tool.

“I hear and I forget. I see and I remember. I do and I understand”
Confucius

Students teachers who filmed their teaching had a 50% increase in reflective notes and depth of reflective practice (Kong 2010).



Setting up the task

Explain that it will feel strange and be explicit in the reasons for setting the task.

- Increase speaking and presentation skills
- Express ideas fluently
- Voice, pronunciation, enunciation
- Vocabulary
- Reflective and independent learning



Setting up the task

Tip: make some videos yourself
Setting up a task, or an example.

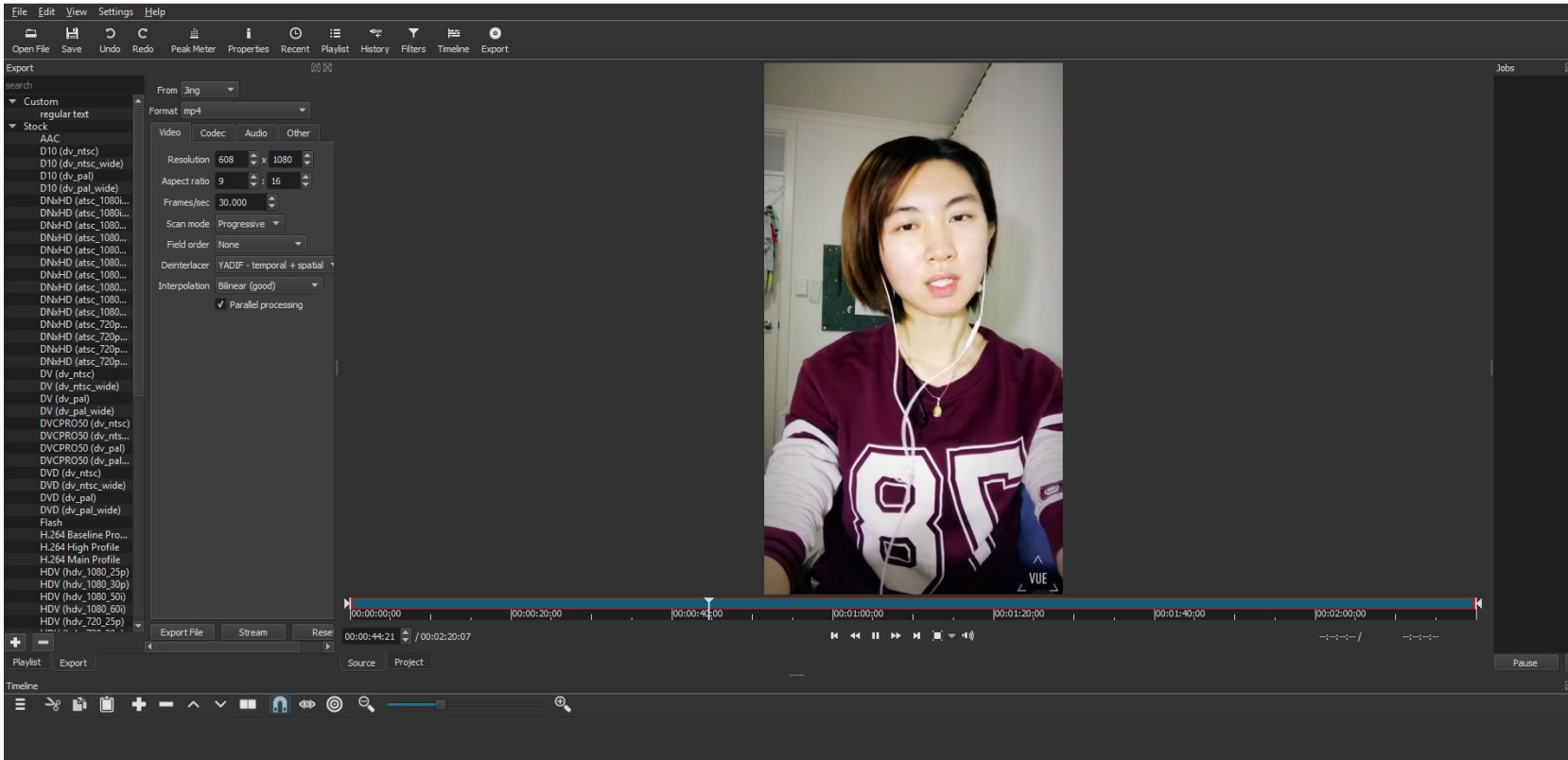
If trimming the video leave time
to smile at the start or the end of
the video.

Use powder if under lights

Impromptu speaking or use a
teleprompter



Shotcut open source video editing program



Troubleshooting

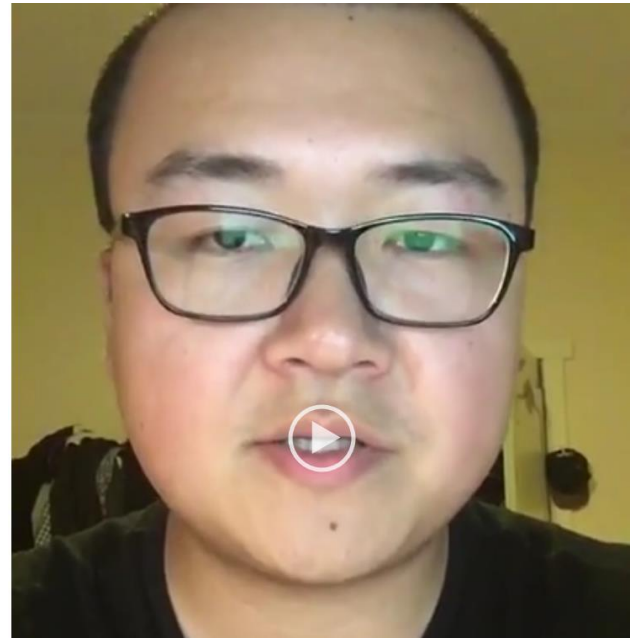
Be very specific about the time. Teach students to be concise.

Get them to practice a short film first-30 seconds

Film on the correct angle – not on the side.

Do not film in wind outside as it drowns out audio.

Consider the background and framing the shot so the whole face is in it.



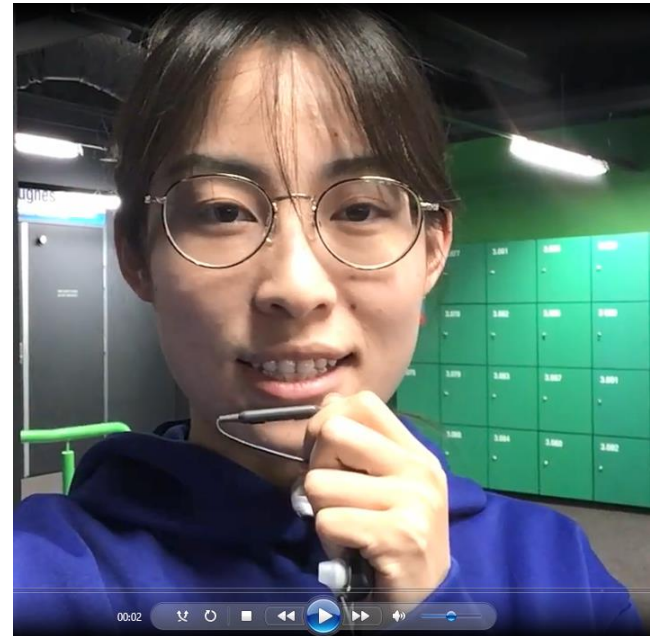
Troubleshooting

Be close to the phone or use headphones or a microphone so that audio is clear.

I phones can connect between phones for a distance shot with a microphone

Avoid panning or do so very slowly.

Still shots are better, avoid walking while filming. Prop the phone up on something to film.



Inspiring engagement

Consider what students need to learn and context of the program. Be very specific in instructions.

TAFE sector:

Vocational training

Students outline skills and tasks in vocational environment



Inspiring engagement

Narrative: Time sequencing words, tenses.

Recount: TED talk, content and why they enjoyed it and why the class should watch it.

Instructions: cooking show, how to play a game, garden etc.



Inspiring engagement

Role plays: making bookings, ordering in a restaurant, signing a lease agreement.

Interview: question formation, response, interviewing skills, topic related.

Argument: Debates on topics, done with a team of members.

Group assignments: Film on a case study or another research task



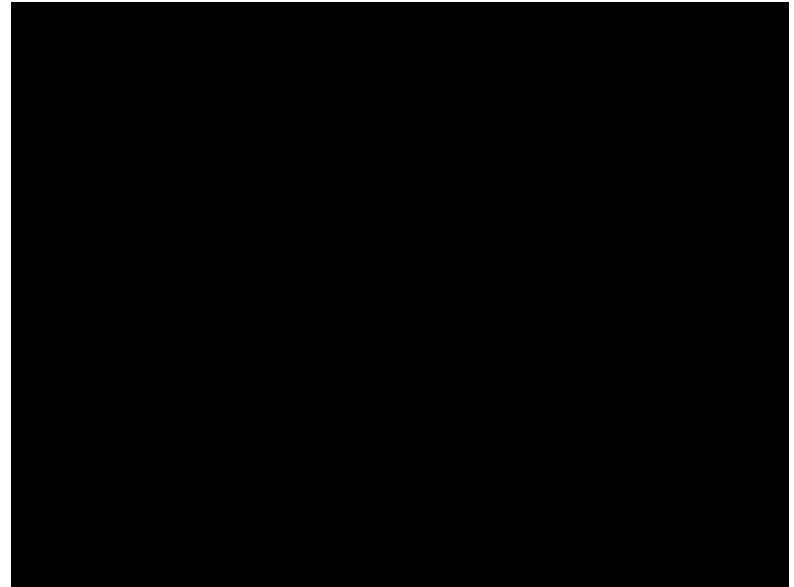
Inspiring engagement

Excursion: two minute film, four locations, each person speaks for at least ten seconds.

Simplest film – just use pause button

Skills: teamwork, negotiation, spontaneous dialogue, creativity, choosing areas of interest, creating artefacts and memories for students.

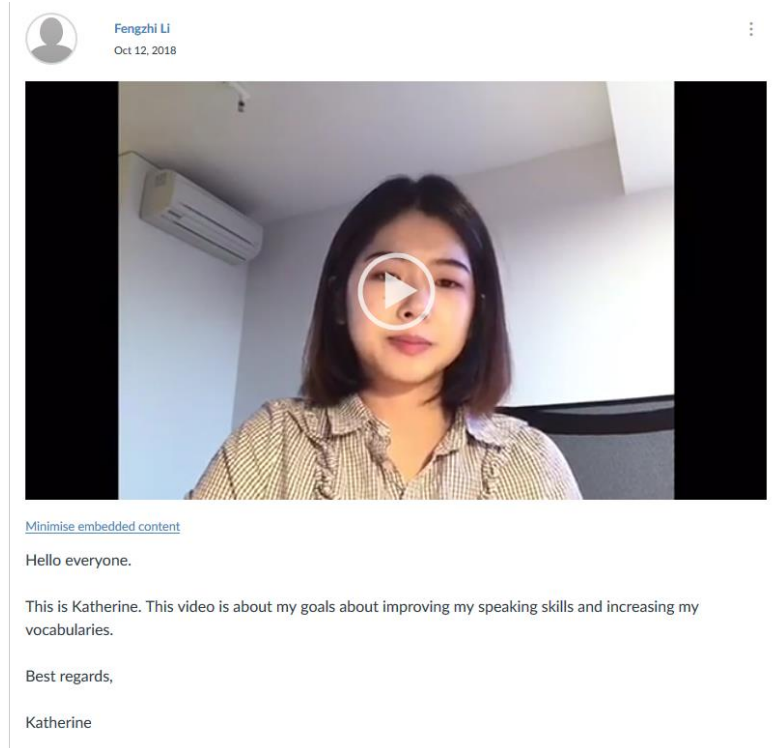
Reference for future classes



Vlogging

Autonomous learning and self-regulatory techniques are increasing essential for EAL learners (Kormos, Csizer 2014)

Video delivers opportunities for students to hear, see and do especially when they are engaged in video creation and editing (Manner & Rodriuez 2010).



In conclusion

Simple

Effective

Engaging

What ideas do you think would be useful in your teaching practice?

Please stay in touch I would love to hear your ideas of how you are using film in your teaching.



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