»BLENDED LEARNING – DIGITAL KNOWLEDGE COMMUNICATION«

CTI Workshop, September 8th 2016, Zurich
Presentation: Jeanine Reutemann

„Let's face it: MOOCs promise disruption, and yet most of them to date deliver an extremely traditional learning experience. Basically, it's the big-lecture-hall format, with an internet-sized lecture hall."

David Cox, Assistant Professor of Molecular and Cellular Biology and of Computer Science, Harvard University, 2014

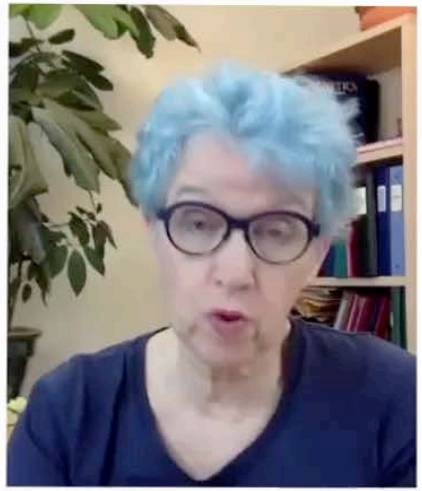
rotein basics

Outline:

- Polymers of amino acids
- Order specified by bases in mRNA
- Fold spontaneously into catalytic structures, driven by hydrophobic effects and hydrogen bonds

earning Objectives:

- Describe protein 1° and 2° structure
- Relate to gene structure



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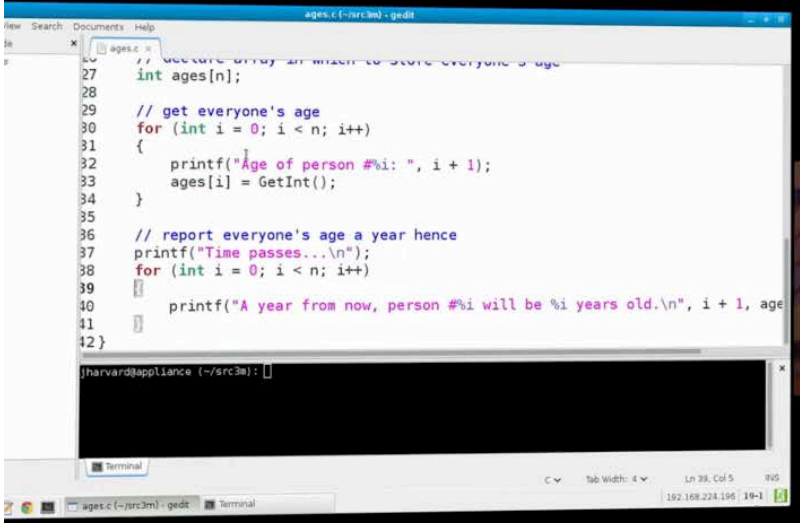
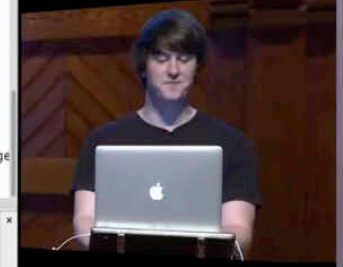
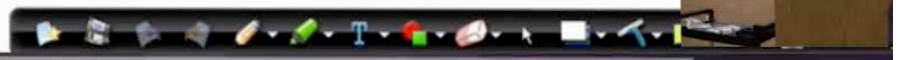
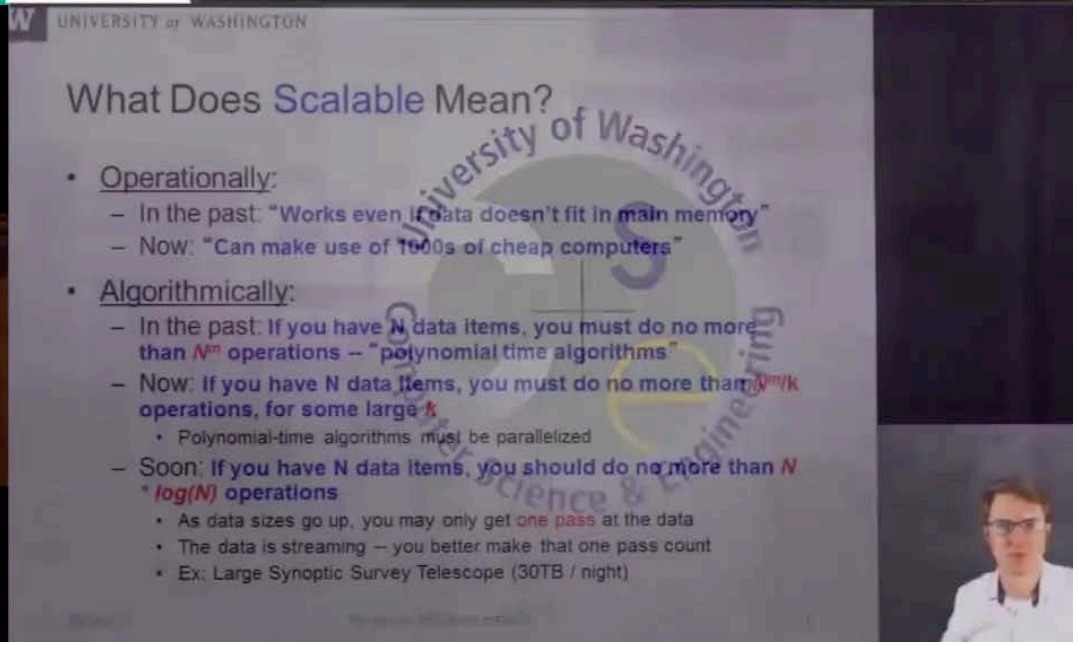


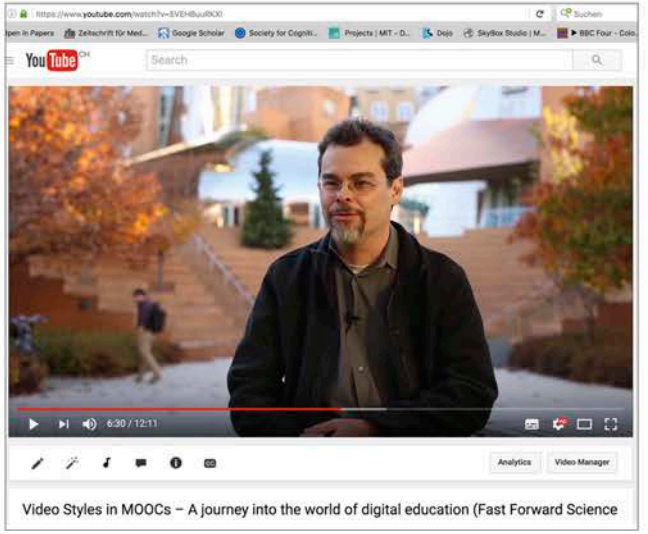






Week 3 – Lecture Video **Overall 448 Videos**

Classroom with students	**7%**
Classroom without students	**6%**
Presentation slides with speaker	**33%**
Presentation slides without speaker	**38%**
Computer screen, high-lightening	**29%**
Green-screen	**26%**
Talking Head (summary)	**74%**
- Talking Head / Monochrome	**27%**
- Talking Head / Book Shelf	**10%**
Animation	**20%**
Split-screen	**10%**
Outdoor	**10%**
Webcam Capture	**8%**
Several speakers	**15%**
Off-voice speaker	**16%**



Research Video: »Video Styles in MOOCs – A journey into the world of digital education« https://youtu.be/5VEHBuuRKXI


E UNIVERSITY OF TOKYO


Principles of trical Circuits
L18 plifier
Operational Amplifier
Op Amp
presented by Guip
dubbed by Xinjie
Principles of Electric Circuits by Tsinghua University

Short inputs for experts, trainers, educators for Talking Head formats

(1) Be the master of the topic: speak & think at the same time – deeply understand the content that you're talking about. Practice to read from tele prompter or let it be. Reflect on your use of gestures, facial expressions > HD towards 4K

(2) Expertise: What is you 'unique selling point' in educational training?

(3) Don't try to be perfect. If you have a role model of a speaker (e.g. moderator, other educator, scientist) analyze step by step and with accuracy on how they perform in front of the camera. Adapt strategies, but avoid copying.

(4) Design an audiovisual narration with didactical elements for the content (preferably in collaboration with experts).

(5) Never forget: This videos will be out there in the world - and stays there; coloring the perception about you as an expert as you're publications or work results do.

Short inputs on video design for blended learning

(1) Avoid 1:1 translations and copy-paste; use the ‘affordances’ of the media. There is no ‘one-style-fits-all’ approach to video design for blended learning. Decision on design implementation includes criterias such as ‘stability of content’, ‘high demand’, ‘flexibilty - reuse in different contexts’.

(2) Don’t spam the e-world (market spoilers). Look for the e-component and non-e-component for multimedia communication, sociocultural: recognizing of media quality > create a ‘learning experience’

(3) General rule to frame speaker types: The perfect setting for one expert might be miserable for another. The closer the framing the bigger the facial expressions and bodily movements – design the range and surrounding space for different speaker types: authenticity - authership - authority

(4) Create a friendly atmosphere: Almost every person freaks out when standing in an empty studio room. Create security with (power pose) mobiliar, thematic objects, different light settings. Give honest feedback on the performance of experts > avoid hierarchical structures in the production team (e.g. PhD Student - Professor), create inter- & transdisciplinary teams inclu. audiovisual expert.

Sunrise Semester / New York University / 1957 -1982

THANK YOU FOR YOUR ATTENTION

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FHNW:	**fhnw.ch/hgk/iaep**

DESIGN THINKING PROCESS OF CONTENT

Please keep in mind:
(1) target group
(2) investement (time, ressource, money): should depend on reuse, static or dynamic topics (e.g. a course about digital CRM is static, whereas design for AR in buisiness communication is dynamic)
(3) e-components / non-e-components

Each of those tools has properties – matching the tool to the purpose & content is key to successful blended learning design

Movinge Images:
- **on-location / on-site**
- **animation (2-3d, Stop-Motion)**
- **hyper-video (in-video-quizzes)**
- **interactive storytelling**
- **expert talks**
- **documentary**
- **statements and project descriptions**
- **infographics**
- **VR-Desktop 360° Video (passiv or active)**
- **VR Animation**
- **screencapture**
- **greenscreen**
- **webcam**
- **video-in-Video**
- **splitscreen**
- **...**

Multimedia platform:
- **quizzes**
- **photo story**
- **live working groups**
- **Q & A discussions**
- **moderated forum (synchron, asynchron)**
- **cartoon**
- **graphic novel**
  digital lab experiments
- **gamification**
- **playification**
- **sonification (atmospheres, sound design)**
- **...**