Webinar Presentation
“Knowledge communication in digital education with videos”

June 16th 2016, on digitallernen.ch
Presentation: Jeanine Reutermann, IAEp HGK FHNW
Research project: „Audiovisual Media Design for Higher Education“
1 Project
2 Research Study
3 Focus: Talking Heads
4 Short Survival Guide: „In front & behind the camera“
FOCUS IN THIS PRESENTATION:
(a) Differences in video styles in educational videos
(b) Talking Head: Performances - Representation - Multimodal Communication

...Knowledge distribution with Talking Heads (language/gestures/performance)...Challenges of knowledge representation through the audiovisual media...
„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, 2014)

- 1:1 »Translation« of lectures
  (Analogy: sketches of a textbook)
- Excellence in Research and Teaching?
- Blind spot from AV perspective
2 DATA SET
Research Study
- September 2014 till January 2015
- all MOOC Courses from Coursera, edX & Iversity
- overall 448 MOOC Kurse
- Lecture video: First video in every third week (except introduction videos)
Coding
- 70 variables (e.g. music, time laps, animation, moving photography, length, off-screen speaker, view into camera, several speakers)
- Binary coding (1 if element exists)
- David Cox (MOOC: Fundamentals of Neuroscience, Harvard University)
- Eric Klopfer (MOOC: Introduction to Game Design, MIT)
- Felix Seyfarth (MOOC: Managing the arts, Leuphana University)
- Peer Ederer (MOOC: Solution & Innovation Skills, Zeppelin University)
- Jon Wardle (MOOC: Explore Filmmaking, Director of Curriculum, National Film & Television School)
- Christina-Maria Schollerer (MOOC: The Future of Storytelling)
- Chris Boebel (Film, MIT Video Productions, MIT MOOC Productions)
- Esther Snelson / Phone Interview (Senior Video Producer, The Open University)
- Sotaro Kita (Professor of Psychology, Gesture Research, University of Warwick UK)

- Sandro Canova (Filmmaker, Image Filme, Advertisment)
- Pedro Schloendorn (Filmmacher, Documentary, Television)
- Marina Rosset (Animation filmmaker)
- Peter Hertling (Lecturer FH Kiel, Filmmaker, Documentary, Television)
- Nigel Smith (Head of Content, Futurelearn)
- Lara Ruppertz (Head of Didactics & Course Development, lyverse)
- Clayton Hainsworth (Operation and Production Manager, edX)

>>> Missing: Coursera
<table>
<thead>
<tr>
<th>Category</th>
<th>Overall 448</th>
<th>edX</th>
<th>Coursera</th>
<th>Futurelearn</th>
<th>Iversity</th>
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<td>68%</td>
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Results Video Styles

Research Study
The surrounding space gets part of the knowledge communication > creates different meaning in relation to the TH

3 BOOK SHELVES
Focus: Talking Heads
BOOK SHELVES – ATTENTION FOCUS
Focus: Talking Heads

MOOC: History of the Slave South, University of Pennsylvania US
3 BOOK SHELVES – DEPTH OF FIELD
Focus: Talking Heads

MOOC: History of the Slave South, University of Pennsylvania US
Teleprompters and gestures

„Whether or not somebody is reading from a prompter you can tell from the eyes and face but also if somebody is not really thinking and saying, I think it also shows up in gestural communication as well. If you are just reading, you’re not going to gesture.“ Sotaro Kita 2015

„And the research has shown that the people saying memorized text tend not to gesture very much, but people who are actually thinking and speaking at the same time, tend to produce more gestures. ibid."
Monochrome surrounding space
> Problem of nakedness
> Reduction to the visible speaker: „The center of knowledge“
Talking Heads and Framing Sizes
- midshot
- shoulder-close-up
- close-up

> Too close?

„I wasn’t sure that I wanted to see all the facial expressions. In someways, that was a bit distracting from the content […] What’s good about hand gestures is that they are directly linked to the speech content, what they are saying. So, that’s relevant information.“  Sotaro Kita 2015
“To simply present power point slides with a picture-in-picture, I’m personally not a very big fan of that at all. [...] If you just present sort of picture-in-picture slides, the small Talking Head does not really add much. In fact, I think in some ways it really detracts.”

Clayton Hainsworth, edX, Expert Interviews 2015
Reality
Characteristics & aesthetics of the audiovisual media

We never see the same thing when we also hear; we don’t hear the same thing when we see as well."  
Michel Chion 1994
Characteristics & aesthetics of the audiovisual media
- media specific characteristics

Challenges for digital education with videos:
- create a „learning experience“ rather than „teaching“ (1x1 Adaptation)
- audiovisual didactical narratives
- sociocultural: recognizing media quality
- experiencing the media as media instead of cognitiv process of content
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- audiovisual didactical narratives
- sociocultural: recognizing media quality
- experiencing the media as media instead of cognitiv process of content
> Example: Technical objects
Short inputs for educators
"in front of the camera"

(1) Be the master of the topic: speak & think at the same time – deeply understand the content that you’re talking about. If insecure - don’t do it!
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(4) Practice practice practice

(5) Never forget: This videos will be out there in the world, coloring the perception about you as an educator and expert as you’re scientific publications do.
Short inputs on the situation “behind the camera”

(1) There is no “one-style-fits-all” approach to video making. The perfect setting for one educator might be miserable for another > educator’s personality
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(4) Give truly honest feedback on the performance of the educator > avoid hierarchical structures in the video production (e.g. PhD Student and Professor) If possible include an expert (filmmaker-supervisor) into the process
THANK YOU FOR
YOUR ATTENTION!

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www.audiovisualresearch.org