



User Generated Content Assessment in Learning

Enhancing Transparency
and Quality of Peer Production

Emerging Educational Technologies
and Digital Assessment Methods

24-27 October, 2010
Budapest, Hungary



**BOOK OF ABSTRACTS &
WORKSHOP PROGRAMME**

European Distance and E-Learning Network (EDEN) Conference Proceedings

SIXTH EDEN RESEARCH WORKSHOP

User Generated Content Assessment in Learning

**Enhancing Transparency and Quality
of Peer Production**

**Emerging Educational Technologies
and Digital Assessment Methods**

Budapest University of Technology
and Economics Budapest, Hungary

24-27 October, 2010

**WORKSHOP PROGRAMME
&
BOOK OF ABSTRACTS**

Edited by

Morten Flate Paulsen and András Szűcs

on behalf of the European Distance and E-Learning Network



SOME EXPERIENCES OF USING VIDEOS TO PROMOTE LEARNING IN THE CONTEXT OF UNIVERSITY LEVEL COURSES

Sonia Seixas, Universidade Aberta, Portugal,

John Bostock, University of Stirling, United Kingdom,

*Bernd Ueberschaer, Leibniz-Institute of Marine Sciences at the University of Kiel,
Germany*

The rapid development of video-sharing sites is providing a huge opportunity for improving student engagement and understanding of scientific topics both in the classroom and within e-learning contexts. This paper recounts the experience of participants in the European Commission Higher Education Thematic Network for Aquaculture, Fisheries and Aquatic Resources Management (Aqua-tnet) working group on "Innovation in Teaching Methods" in using freely available Internet-based video in their teaching, or using low-cost hardware and software to record lecture presentations which can be used and shared through the same channels.

The usefulness of video in teaching is well recognised, providing it is highly correlated with and integrated into the curriculum and overall instructional sequence. However, the cost and complexity of video has previously limited its use in many areas of higher education. The major change over the last five years has been the dramatic lowering of cost and effort barriers to making, but more importantly sharing video via the Internet. This is making a massive new resource available to teachers. The quality of the available material varies considerably, both technically and with respect to content and therefore considerable screening and selection is required to ensure recommended materials do positively contribute to the educational process. However, especially in an applied science, the more direct link between farm (or industry) and classroom is a positive bonus – particularly where the context can be discussed and the content evaluated with the students. The generation of video material by teachers (e.g. of lectures) further integrates traditional approaches with emerging styles of blended learning (combinations of face-to-face and e-learning).

The paper provides three case studies of how video has been used in (1) classroom-based/blended learning (2) e-learning and (3) for “watch again” recording of lectures:

1. Videos sourced from YouTube and other sources have been incorporated into lecture presentations on aquaculture systems design and engineering at the University of Stirling (United Kingdom) and Universidade do Algarve (Portugal) since 2007 (Masters Courses in Sustainable Aquaculture). This takes advantage of fish and shellfish farmers who are posting video of their sites and systems, and also video from specialist equipment manufacturers keen to promote their products. Such videos can be placed into context and discussed in the forum of a lecture, but have been found to engender greater interest and attention from students (personal observation) than static photographs or text-based slides. The students have also been encouraged to use video material in collaborative assignments using wiki software to construct presentations.
2. For the case study in e-learning video was used in the context of a course of Biological Classification and Evolution. This is a course (within the second year of the degree) that integrates within a 3-year Environmental Sciences degree (Bachelor). This degree is given by the Open University of Portugal (Universidade Aberta). The objectives of this course are essentially to study the biological classification of plants and animals as well as their evolution in temporal scale. Videos were used to explain evolution, illustrate the scheme of animals and their behaviour in the context of evolutionary development. To achieve this objective 69 links were used to free videos on the internet. Descriptions of certain behaviour are much easier to understand when viewing animals doing it.
3. The third case illustrates how teachers can preserve their individual lectures in order to provide opportunities to the students to re-visit these at any time and place. The best approach to meet this demand is video-taping the lecture in a digital format, editing, annotating and providing the result online either at the Universities e-learning platform or at one of the popular video portals in the Internet, e.g. YouTube. The Leibniz-Institute of Marine Sciences at the University of Kiel have videotaped several series of lectures (e.g. a lecture “About Biodiversity of Fish”) and present the results inside of the Universities e-learning system “Nickels”. The students who have attended the lectures and those who where were missing lectures appreciate the option to re-visit the lecture and to discuss it with their companions in a relaxed environment.