Video in Higher Education

The Media & Learning 2018 Conference on Video in Higher Education was organised by the Media & Learning Association and LIMEL, KU Leuven on 14-15 June 2018 in STUK in Leuven and involved 283 participants from 22 countries who came together to discuss the integration of video into colleges and universities. The aim of the conference was to highlight the latest pedagogical and technical developments in this field through a highly interactive agenda packed with inspiring talks, demos, discussions, best practice showcases and hands-on sessions accompanied by an exhibition showing the latest technologies, services and tools that universities and colleges can adopt to transform their use of video.

The following themes were chosen to underpin the programme:

- Innovating learning with Hypervideos, 360° Video, 3D, 4K, Augmented Reality and Virtual Reality
- Exploring different video-based formats including web documentaries, MOOCs and different forms of knowledge and lecture capture
- Scaling up services taking into account the explosion of data, the need to cope with large amounts of student generated content and the move towards 'do-it-yourself' production formats
- Improving the effectiveness of video in a learning context by learning from research into the pedagogical impact of video-based formats
- Video as an assessment tool used to measure skills, knowledge and competence across all subjects and faculties
- Video-based learning analytics as a guide to better practice in learner-driven design of MOOCS and other delivery formats
- Augmenting video in education through transcriptions, translations, metadata extraction and facilitating search

☆ Learn

👁 Watch

🔁 Talk

📷 Picture

This year the decision was taken to devote the Media & Learning Conference entirely to the topic of Video in Higher Education. The reason for the decision lies in the fact that more than half of all universities across Europe have integrated video into their services in recent years and yet there are few opportunities for those concerned with this development to meet and learn from one another.

Opportunities do exist for service providers to meet and exchange with those responsible for university technical services but these rarely extend to practitioners and innovators coming from the teaching and learning departments of universities and colleges. At the same time, academic conferences abound where academic staff can exchange research findings related to the use of video. However these communities often exist inside their own information bubble and rarely, if ever, meet face-to-face. That's why we decided to organise this conference on Video in Higher Education – as a

way to bring together those providing the technical services and those wishing to make the most out of these services from a teaching and learning perspective.

Media & Learning 2018 was sponsored in part by **Mediasite** by Sonic Foundry, **Echo360**, **Kaltura** and **Panopto**, and included an exhibition with sponsor stands as well as stands from **Barco**, **Ubicast** and **Crowdbeamer**. The exhibition space also included a demonstration area which featured several pre-commercial tools and services aimed at the higher education sector.

The programme

The 2018 conference programme included presentation sessions where leading experts and practitioners shared their experiences, insights and know-how, screenings of educational media productions in the conference cinema, discussion opportunities and demonstrations of different tools and services in the exhibition and demonstration area. Eight short taster workshops were organised on a range of different topics ranging from creating virtual reality-based learning experiences to practical strategies for designing media for learning. A total of 83 people from 15 countries contributed to the programme in 29 different sessions.

The organisation of the annual MEDEA Awards prize-giving ceremony to coincide with the Media & Learning Conference provided an opportunity for participants to see for themselves excellent examples of media-supported learning which included both professionally produced as well as user-generated examples from all over Europe.

All 6 finalists in this year's MEDEA Awards showcased their entries and many conference participants joined invited guests for the MEDEA Awards Ceremony where this year's winners were announced with **Mission Offi'Sim** submitted by **Pauline Thevenot** and her colleagues in Université de Lorraine in France winning the 2018 MEDEA Award for Professionally Produced Educational Media, and **Risky Business**, a video resource created by **Philip O'Neill, Helen Jackson** and students in the School of Communication and Media at Ulster University in Northern Ireland winning the 2018 MEDEA Award for User-Generated Educational Media.

The two winners from 2017 were also presented with their awards during this ceremony. They were **Andrew Payne** from the National Archives, UK whose entry **Somme Tales** won the 2017 MEDEA Award for User-Generated Educational Media and **Aurélie Garnier** from TV5 Québec in Canada whose **Écoutez cette histoire** won the 2017 MEDEA Award for Professionally Produced Educational Media.

Pre-conference visits

Two popular half day pre-conference visits took place on Wednesday 13 June. The first, organised by joint conference organiser the **Leuven Institute for Media and Learning** aka LIMEL provided an opportunity for participants to see around LIMEL's facilities and learn about how this top-class facility serves the entire university through its comprehensive support model.

The second visit was to **Health House**, a show case for innovation and cutting-edge technology in the medical domain which offers demos and hands-on interaction with cutting-edge technologies such as medical imaging and image processing, AR/VR, 3D, virtual patients, and more.

Keynote speakers and main themes

The conference was kicked off by **Luc Sels**, the Rector of the University of Leuven. Welcoming participants to the STUK, the conference venue, he reminded them of the location's identity as a cultural venue that specialises in exploring new forms of art and crossover between the arts, science, education and youth work. He then went on to introduce the current strategy of KU Leuven which emphasised smarter use of technology, in particular educational technology to support the multi-location character of the university.

Lana Scott, MITx, USA, elaborated on the lessons learned from several years of conducting MOOCs at MIT. Describing analysis of video as looking for patterns in little nuggets, she emphasised the need to combine active and passive forms of learning. Lana advocated the use of short videos to engage the targeted audience, as well as the importance of informal, energetic presentations. She also highlighted the importance of the narrative in video, apart from the visuals and argued that some concepts are simply not suitable for video. Her summarising thought was that video should never be developed in isolation from other course materials, but rather be part of a larger whole.

Nanne Roos Vonk, Handicap+ studie expertise centrum, The Netherlands, talked about the accessibility of videos in Higher Education, as about 10% of all students in HE have a disability and encounter obstacles during their studies. Referring to the many reasons why accessibility is something we need to care for (lifelong learning, personalised learning, ambition of no person left behind, …), Nanne also talked about upcoming legislation in the Netherlands which states that "technology should be useable and accessible to everyone." After 2020, all AV materials must comply with these accessibility requirements. A question from the audience drew attention to achieving balance between increasing accessibility to videos and good quality in the video. It was also indicated that the legislation does not take into account the financial and economic consequences of increasing accessibility.

Rob Lipps, Mediasite, USA, looked at the issue of adoption of video technologies by teachers and faculty. He drew attention to the success of policies at higher education institutions on video: not only which video technologies are rolled out, but also how they are embedded within the institute is important. Opt-out policies lead to greater adoption than opt-in policies. Policies on who owns the video also give clarity to faculty on their use. Automatic publishing and engagement around the video through polling or chat also increase adoption. Also, the time when you publish a video greatly impacts viewership. These policies have a large impact on how faculty use video and how students engage with use of video.

With the recent introduction of the General Data Protection Regulation (GDPR), an interesting discussion at the conference concerned data protection and copyright across Europe. **Bartolomeo Meletti**, Learning on Screen, UK and **Anna Mazgal**, Wikimedia, Germany, walked us through several aspects of this legislation.

Although all copyright law is based on the Berne Convention, the differences between Member States in dealing with copyright were highlighted during this session. In many countries, copyright is paid for by the state, so that individual teachers do not need to worry about it. However, in many cases, copyright becomes so complicated that end-users cannot work with it. Anna mentioned that the way copyright is often presented is as "a tool of oppression."

It was also noted that the focus on implementation of copyright laws often bypassed the inherent reason behind copyright laws, namely, to enable and protect content creation and sharing of content. But at the same time, the experts reconfirmed that in many countries, the fact that "I" created something, cannot be taken away, i.e. intellectual ownership is protected.

Jeanine Reutemann, Leiden University, the Netherlands, sparked off an interesting debate with her research on the use of video in MOOCs. A staggering 75% of the nearly 900 video's she investigated had talking heads, leading her to question what makes the performance. Jeanine took the audience to a deeper understanding of good and appropriate video. Good video depends on understanding where a teacher's natural performance strengths are, as well understanding the difference camerawork can make. It requires that we understand the difference between changeable body image and unchangeable body scheme. It requires the understanding of embodied language through gestures.

Piet Desmet, KU Leuven, Belgium, gave us some insight into the activities at the KU Leuven, through his perspective as a vice-rector, teacher and researcher. He underscored the strategy of the university with the emphasis on "Going Digital". This is exemplified in the development of Micromasters programmes, the development and implementation of collaborative technology-enhanced learning spaces (through the TECOL project) and the use of Video analytics. Finally, sandboxes are also provided where experiments in the use of Augmented Reality and Virtual Reality are ongoing. In his roles as teacher and researcher, he should the effectiveness of enhanced video in engaging students in their studies.

Karel De Bondt, Video Snackbar - VRT sandbox, Belgium gave a different perspective of the public broadcaster (VRT) in Belgium. The overwhelming use of video forced the VRT to think about the best way to work with web video makers. Traditionally, the organisational structure at the VRT is around producing high quality live video. However, a culture was required for web video makers, who create content for different media channels. Changes in the way they collaborate across radio channels, and with closer collaboration with their end-line users. Karel showed examples of the use of low entry streaming services, made by the radio-makers themselves (instead of a larger technical team) and including interactivity with the audience. A shift was noticeable in the roles (creative people become technical and vice-versa) which presents an ongoing challenge for the organisation. Additionally, the shift to smaller teams means much more time is needed to prepare and there is less flexibility.

Jörn Lovischach, FH Bielefeld, Germany, talked about making Educational Video addictive. He explored the phenomenon of binge-watching and its underlying drivers (such as escapism, fandom, seeking cognitive challenges and seeking sensations), its parameters and its limits. He wondered why students binge-watch MOOCS or educational video before exams. He finished with his questions for the future: Do simple question-answer schemes have a good learning effect? Does binge-viewing have a motivational effect on a grander scale?

The parallel sessions also brought up many interesting points as well.

A first theme concerned the relationship between video and assessment. Several speakers presented examples where student-generated video was used as assignments for assessment. Often, some students were critical of this, as making the video required a different skillset from the core subject (including technical understanding and understanding of copyright). However, teachers need to explain the added value of using video for assessment. Another point of discussion concerned the quality of videos and how these videos could be assessed. Parallels were drawn with other forms of collaborative work, where self-assessment and peer assessment of the process and the outcomes could be used.

Another aspect of the relationship between video and assessment concerned using video to support reflection and deeper understanding through active student engagement. A number of examples showed the use of video as an object of self-assessment and peer assessment.

User-generated video also come back as an instrument to create societal change, where community centres and schools could be changemakers.

A second theme in the conference is the steadily growing use of Virtual Reality, Augmented Reality and 360° video in higher education. Experiments were presented where the quality of the image was improving together with the way images are presented to the student. The training value of these technologies is still being explored. Some technologies such as auto-stereoscopic screens improve the interaction and communication between students and between the student and the professor. Other technologies such as a VR experience or 360° video are more immersive, but this sometimes complicates interaction with the professor and peers, or explanation by the professor. Such technologies are innately motivating for students and although the cost of such technologies is currently relatively high, it is rapidly decreasing.

A third theme concerned the use of video as a vehicle for citizen science and citizen knowledge building. **Joasia van Kooten** and **Sebas Muñoz,** Leiden University, the Netherlands presented an interesting Learning Experience Design around the Mind of the Universe. Through this project, a Dutch public broadcaster, together with partners in academia and civil society, tried to bridge a link between science, society and critical thinking. Citizens were invited to reflect critically with the scientists on contentious topics such as advances in genetics and artificial intelligence. The project showed that access to copyrighted material is possible through agreements with the creators when an added value is perceived. Students gave mixed reactions to the learning experience: although it was nice to reflect on the deeper scientific issues, they also indicated that they would appreciate more content and videos.

Another central theme concerned the use of ad-hoc video to support learning. The increased accessibility to create videos allows teachers to use the medium for a variety of goals. deeper explanation, additional content, etc. A first outcome showed that video fulfils many goals of faculty and the institution. Institutionally organised lecture capture allows the creation of an institution-wide learning object repository. Ad-hoc created video on the other hand gives lecturers the means to delve deeper into a topic, for explanation; or for discussion topics that lead away from the core curriculum content. A deeper understanding of the use of video in higher education therefore goes hand in hand with an understanding of its (educational) purpose and its underlying didactical principles.

A further discussion point during the conference concerned obstacles to the use of video in higher education. Several participants indicated that non-adoption by faculty is sometimes the result of a feeling that there is an increasing level of social control from fellow faculty brought about by such technologies, and not every teacher is comfortable in front of the camera. The quality of the video was also a point of discussion: in the current situation, professionally-made videos exist next to ad-hoc videos (DIY knowledge clips) created by teachers themselves.

Finally, several general observations concerning the use of video were discussed:

- Explanatory videos are not used much by high-achieving students.
- Video technology is often adopted as it can exert a particular learning effect. However, this also means it should be used carefully: the preproduction phase is very important to identify the purpose and best possible design of the video.

- Video often facilitates engagement between students and teacher.

Finally, a core message that came across throughout the programme was that there are many different students: for some students video works, for others, it does not work. In face-to-face situations, teachers can adapt the content delivery to the students, based on their vocal and passive feedback. In video, this is not possible. It was generally agreed that to understand video in higher education better, the practice community and researcher community needed to be more nuanced in describing and discussing the contexts in which video is being used.

Participants

The Media & Learning Conference 2018 attracted people from different backgrounds, with experience across all levels of acquaintance with video in higher education, ranging from newcomers to highly experienced practitioners. They came from 22 different countries as shown in this chart:
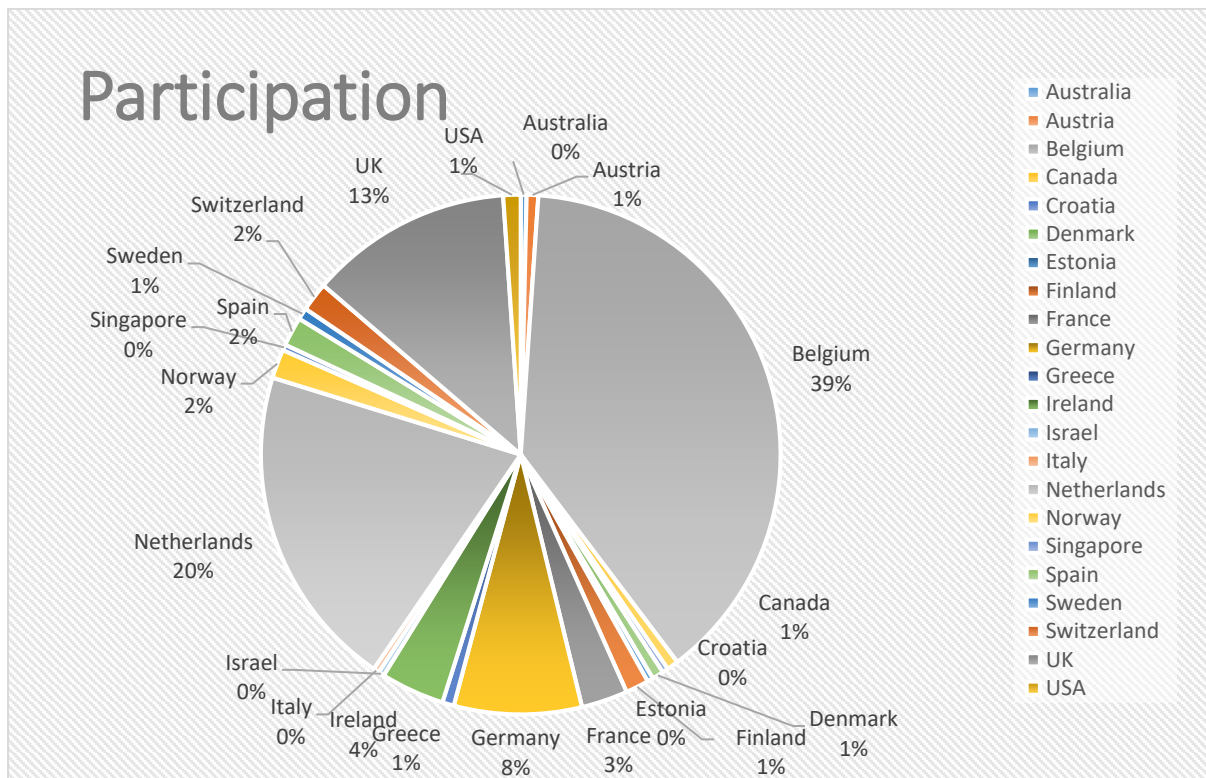
Participants were asked for their feedback after the conference and the responses have been very positive based on having a response from more than one third of all participants. When asked about the quality of the programme, 84% responded that it was excellent or very good. When asked to rate the extent to which they could gather new information and skills, 71% rated this as either excellent or very good. When invited to assess the opportunities for networking during the conference, 85% rated this as either excellent or very good.
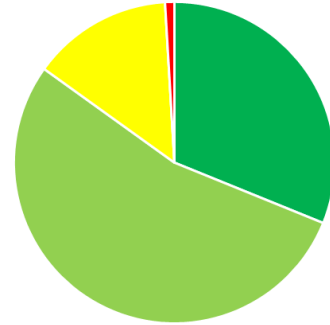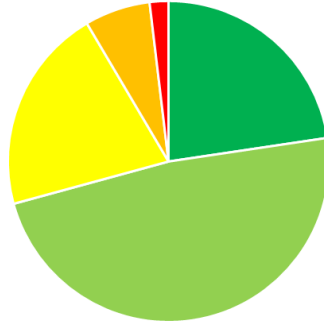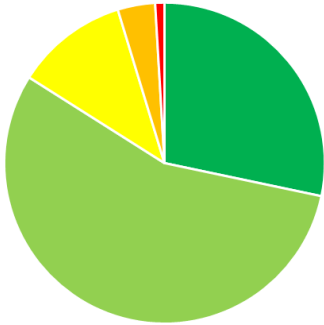
Media & Learning

LEUVEN // 14 – 15 June 2018

Quality of the conference programme	Extent to which you could gather new information & skills	Opportunities for networking

Very good 🟩🟩🟨🟧🟥 very poor

Presentations available online

Many of the presentations given along with supplementary materials and photos are available for viewing on the conference website.

The Media and Learning Association AGM

The Media and Learning Association launched in 2012 had its fifth Annual General Meeting during the conference. It was attended by the members of the Association who voted to adopt the association bylaws and budget for 2017-2018. The plan of activities for 2018 was also presented and accepted. This plan focuses on 4 main areas of activity: promotion of membership services amongst members, extension of membership, provision of opportunities for collaboration and ensuring the viability of the association.

MEDIA & LEARNING ASSOCIATION & KU LEUVEN