Learner generated media production: Researching new topographies of educational practice

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Changing landscapes of media production and reception

• For years video production has been an almost exclusive domain of pedagogical settings as well as the domestic.
• Today: Convergent media culture: “personalization, hypersociality, networking and ubiquity, all of which engages to collective imagination and affords new, genres of participation’” (Livingstone 2009: 25)
Changing landscapes of education and research

Curatorship

Education (Bildung)

Video production and reception

Learning
Learning with user-generated video

Learning with user-generated video (Wolf/Rummler 2011):

1. Observational learning
2. Learning by reflection and analysis
3. Learning by designing and teaching

Video:
Vocational education - printing on textiles
Digital video and Education *[Bildung]*

- Education *[Bildung]* refers to a moratorium of milieu-specific self-positioning that is linked to the process of self-formation.
- It is not limited to educational institutions but at aimed qualitatively changing world- and self-reference points (Bohnsack/Nohl 2003, Marotzki 1990).
- Especially performance videos can support:
  - Development
  - Reflexivity
  - Connection

Example of a performance video
Draufhaber.tv

The online video community for young Learners

- "Draufhaber": he/she’s got it; having a dab hand at something

- Aimed at learners at the transition from school to vocational education.
- Share resources, present skills and expertises,
- Shoot and edit videos:
  - Show mastery of skills and crafting (performance videos),
  - Explain them to others (instructional videos),
- Tools for video editing and annotating (create re-mixes).
Digital video production, autobiography and curatorship

New cultural and literacy practices call for new, participatory methodologies
Theoretical frames for understanding learner generated video and curatorship

- Changing conceptions of literacy
- Location and memory
- Identity: negotiation and representation
- Learner voice in production
- Storied self
- Forms and organising principles in production
- Curatorship

- Play, mediated action and provisionality
- Intertextuality
Consequences for educators; they need to:

- Decode the various biographical meanings embedded in self-produced videos

- Understand the linkage of self-produced videos and social software applications (e.g. social network sites) and their relevance for education and identity formation

- Build on the skills and dispositions displayed in these productions in ways which allow them to be used in settings of teaching and learning
Consequences for educational researchers; they need to:

- Develop research which explores the lived experience of media production and its relationship to wider new media practices;

- Develop methodologies based on participatory research and learner voice which allow the subjects to become agentive and active participants in exploring their habitus;

- Adapt existing frameworks and make new hypotheses which capture and describe emerging complexities in the production, dissemination and reception of digital video.
Thank you for your attention 😊

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