



**Learner generated media production:
Researching new topographies of educational
practice**

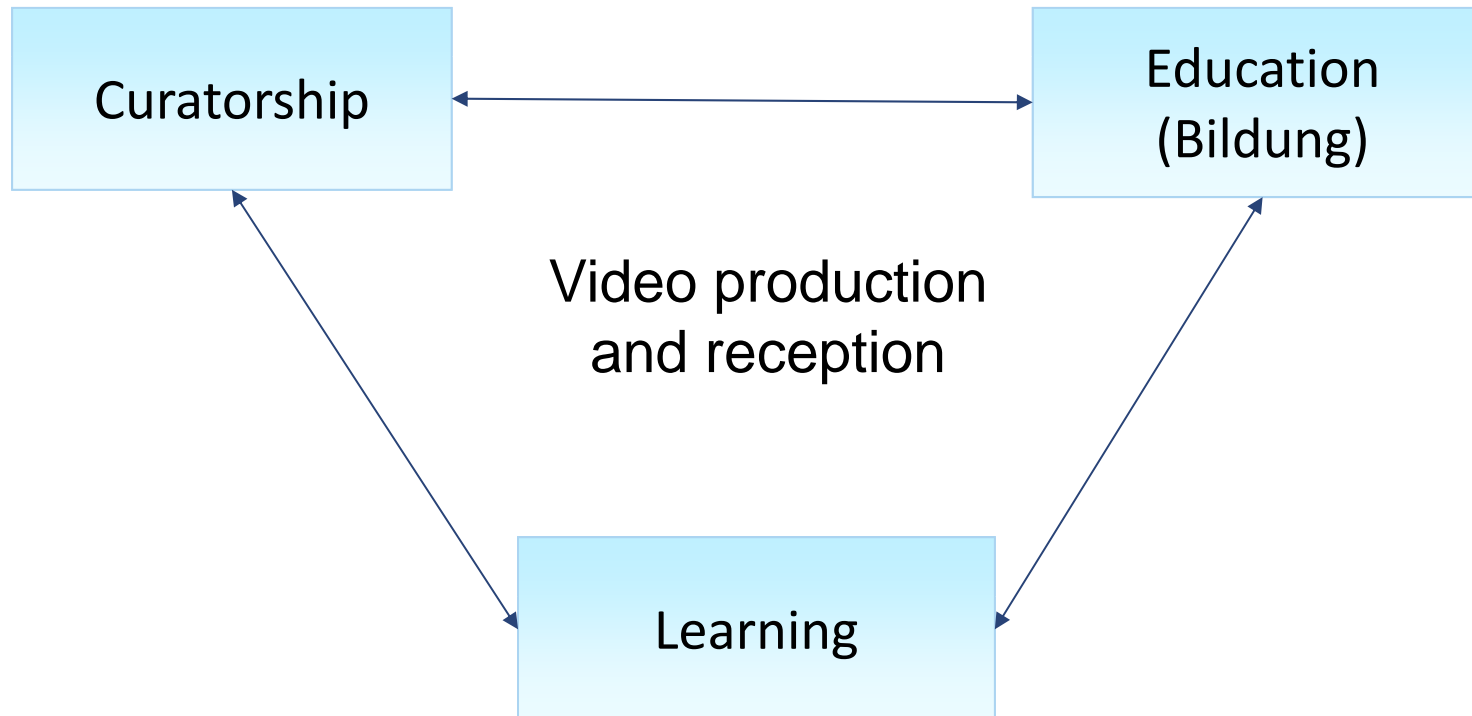
Media Education Summit 2011, London, 11/09/06

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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



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

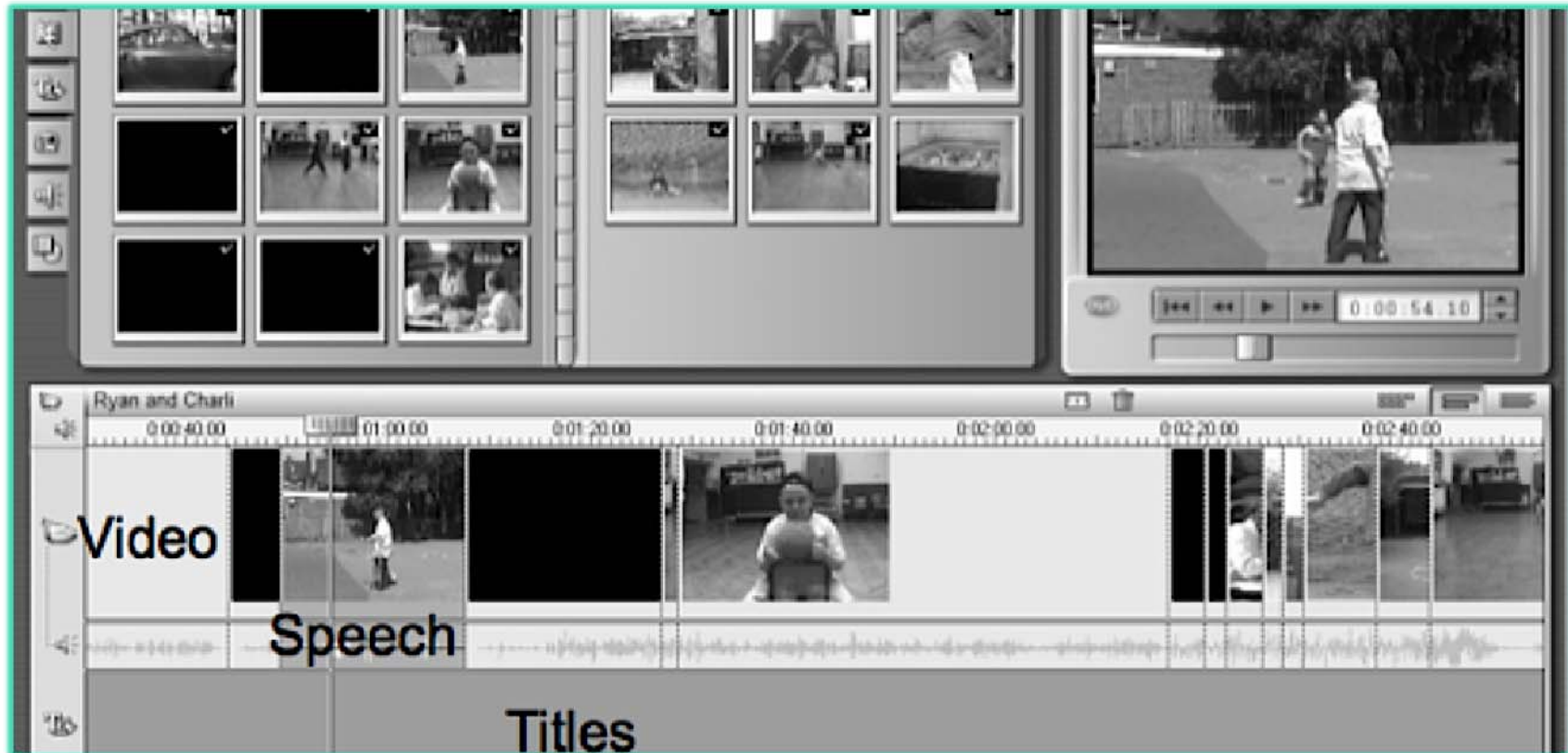
Draufhaber.tv



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).

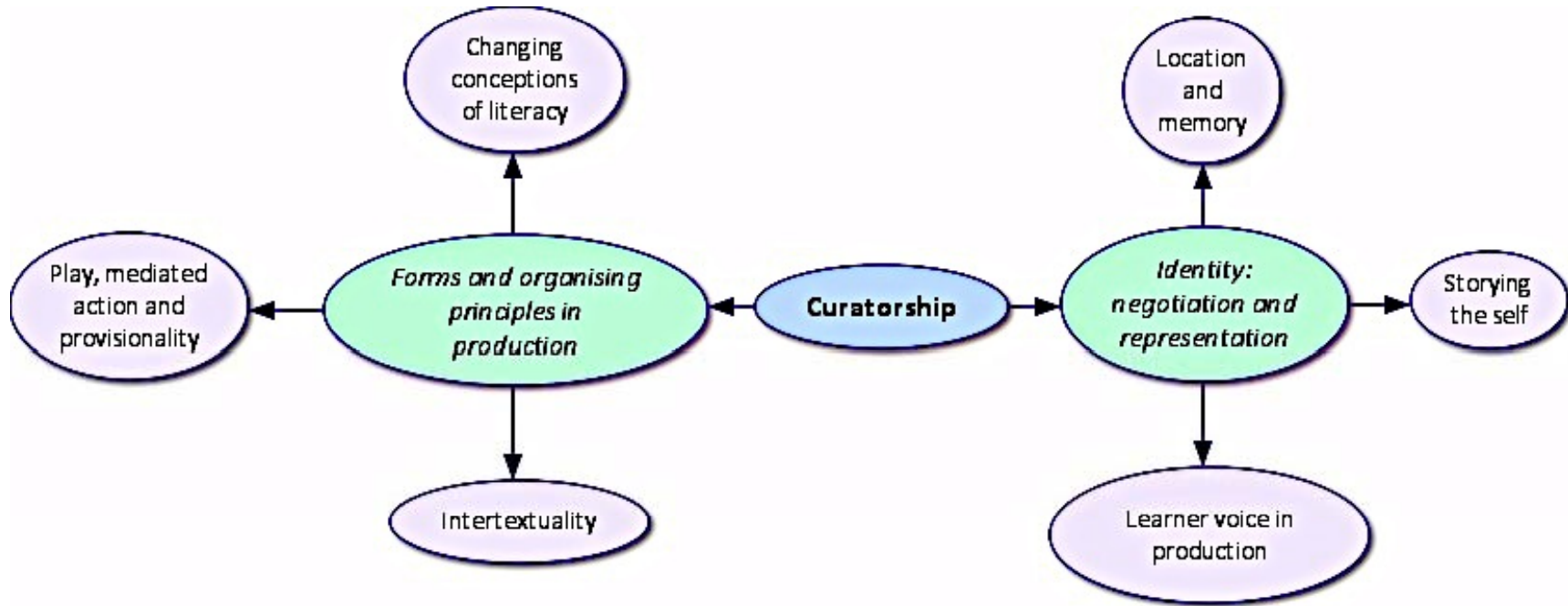
Test



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



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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