

# Creating video for research methods teaching: some key issues

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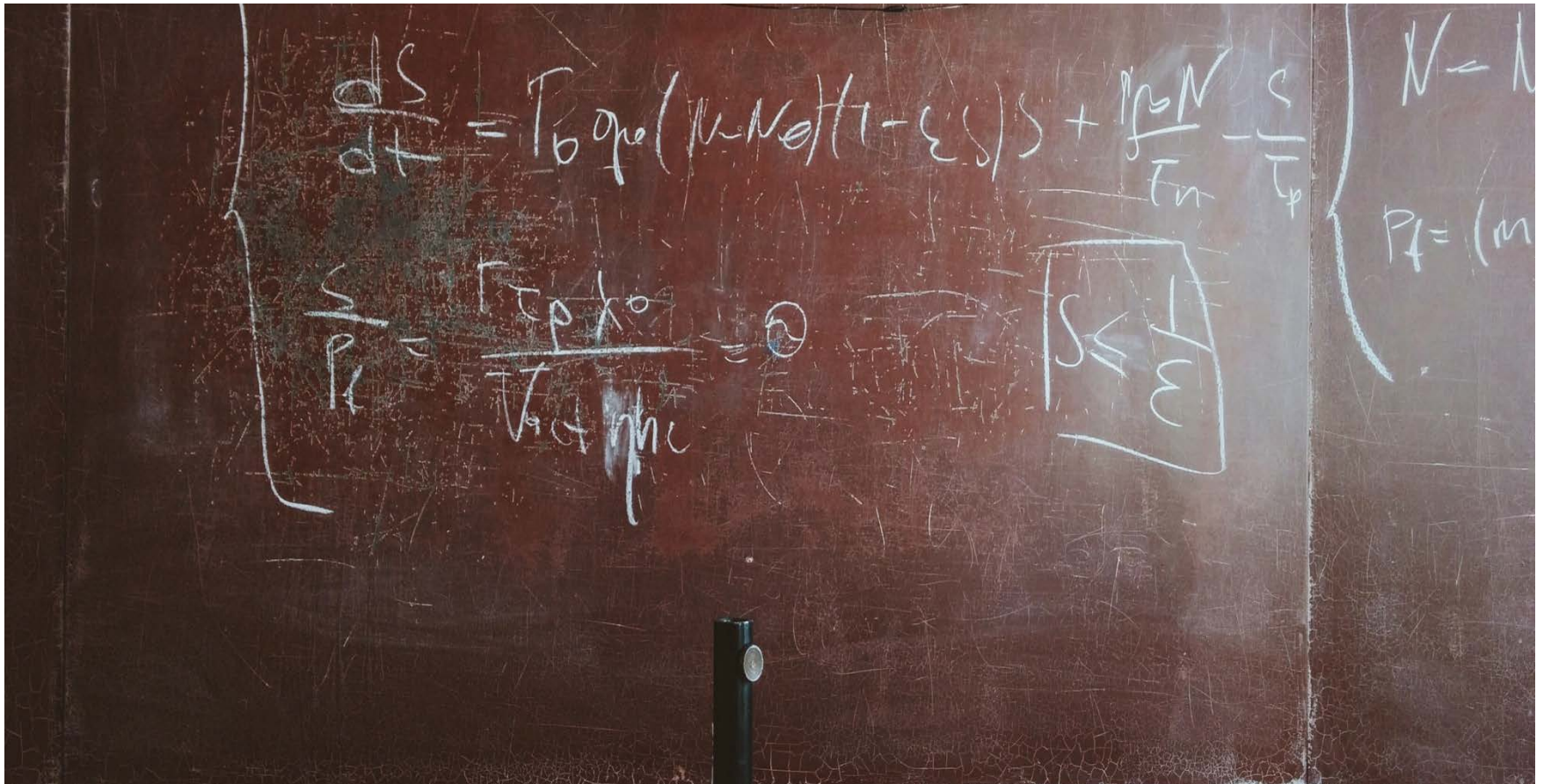
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## The video classroom

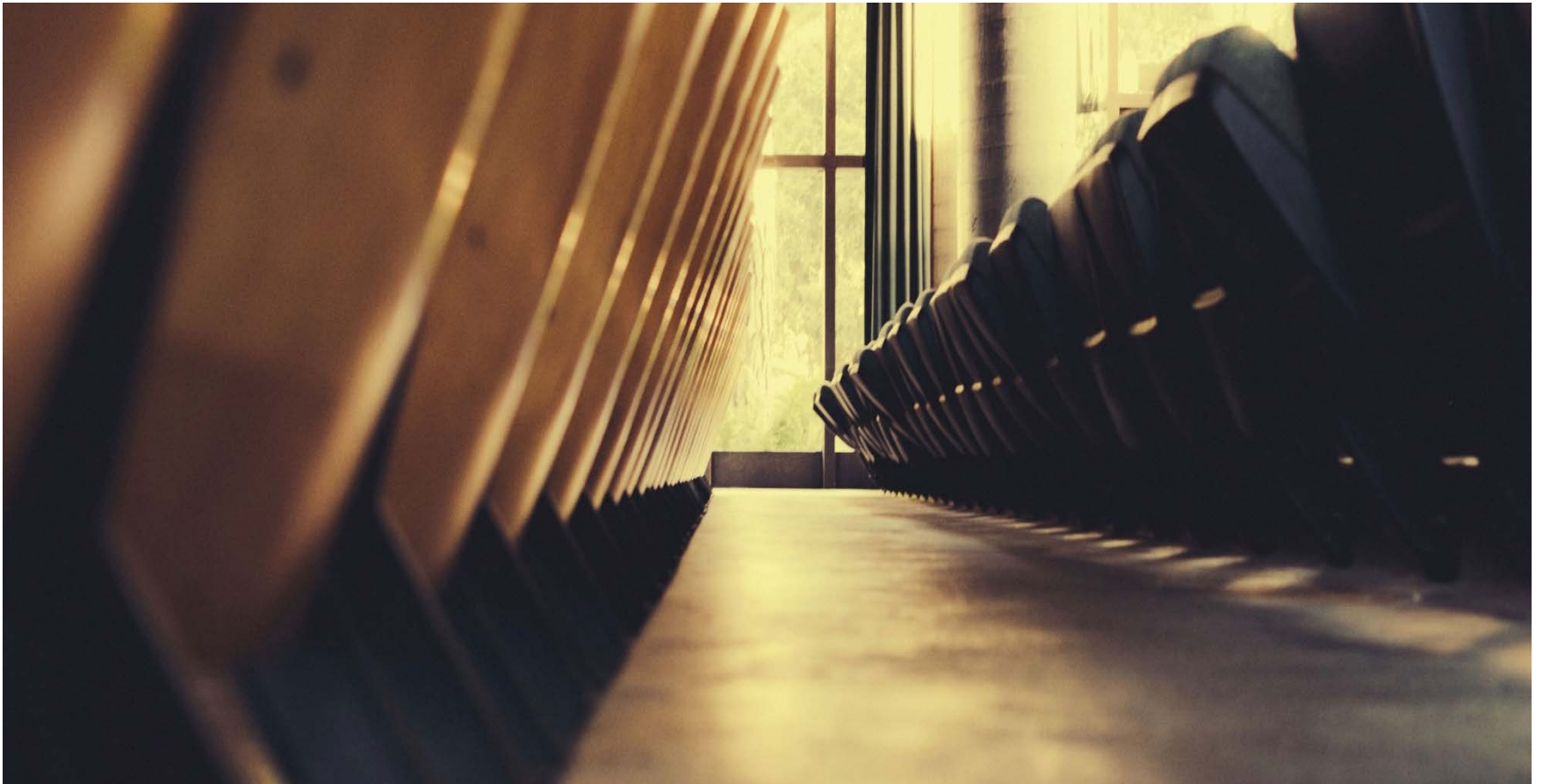
### Technical affordances:

- Demonstrate fieldwork in the field
- Demonstrate software and digital techniques with screen capture and voice over
- Animate and illustrate
- Deploy multimedia

## Education: an un-situated practice



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## Education: an un-situated practice



# Pedagogies of Social Science Research Methods

1. Connecting learners to research
2. Learning by Doing and associate pedagogies
  - experiential learning
  - problem based learning
  - immersive learning, etc.
3. Encouraging reflexivity

(Kilburn, Nind & Wiles, 2014; Lewthwaite & Nind, 2016)

## Teacher's knowledge (Shulman)

- Pedagogic knowledge (how to teach)
  - ‘those broad principles and strategies of classroom management and organization that appear to transcend subject matter’ (Shulman, 1986: 8)
- Content knowledge (what to teach)
  - Methodology, method, theory, procedural and technical knowledge
- Context
  - Knowledge of curricula, learners, educational needs and ends
- **Pedagogical Content Knowledge (PCK)**
  - **pedagogical knowledge specific to the subject matter in a given context**

## Student-Centred Learning



Student gestures during a class discussion at [Shimer College](#), 1967. *Recondite* yearbook.



## The video classroom

- Context collapse:
  - All possible contexts are collapsed into one (Wesch, M., 2009; boyd, d., 2013)
- Dis-location of teacher and learner
- How can we know our imagined audience?

## Working with an imagined audience

In YouTube discovery of learning materials and interaction with learning materials is self-directed.

- ‘The teacher is removed from this situation’  
(Tan, 2013)
- ‘Learning Decisions’ now reside with the student  
(Downes, 2010)

Positioning your video with titles, keywords and introductions allows to you influence those learning decisions and model your audience.

## Dialogue and Engagement

- Set tasks and activities
- Ask questions and use rhetorical devices, such as re-voicing
- Learners can review, synthesis, evaluate and work creatively at their own pace.

## Reflecting on your teaching approach

- Tailor your approach
- Consider the affordances of video and YouTube in particular
- Consider principles of accessibility and inclusion
  - and then go further
- Make your video discoverable
  - Plan titles, keywords etc. for search. Be as usefully descriptive as possible
  - Fix captions on YouTube and/or submit a transcript





## Theorising the digital university

- Pedagogical Content Knowledge (TPCK)  
(Shulman, 1986)
- **Technological** Pedagogical Content Knowledge  
(TPCK)  
(Mishra & Koehler, 2006; Koehler & Mishra,  
2013)

Pedagogy of Methodological Learning

<http://pedagogy.ncrm.ac.uk>

