

Melody Buckner
LRC 560

Annotated Bibliography #2

Title:

Students in the Director's Seat: Teaching and Learning with Student-generated Video.

Citation:

Kearney, M. & Schuck, S. (2005). Students in the Director's Seat: Teaching and Learning with Student-generated Video. In P. Kommers & G. Richards (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005* (pp. 2864-2871). Chesapeake, VA: AACE.

Summary of Topic

This research study attempts to understand the ways teachers and students interact and learn in the classroom with the use of student generated digital video.

Background

This study was conducted in two different Australian states across five schools with students ranging in age from 5 to 17. These schools were from both the public and private sector and well known for their innovation with technology.

Research Questions

1. What are teachers' rationales for using student-generated digital video in their classes?
2. What is the nature of the learning outcomes in student-generated digital video use in various curriculum areas?
3. What pedagogical approaches are being used with this new technology?

Methods

A qualitative research paradigm was used to interpret with this study and develop and understanding of practice in the classroom. Data was collected in a variety of ways including: open-ended questionnaires, lesson observation, focus group interviews and artifacts made by the students. A case study was written on each school, then read and checked by the other researchers. From this case study a set of categories emerged and this was examined for trends and differences among the schools.

Findings

The found that well designed student generated video task are in alignment with the principles of independent and authentic learning. These tasks helped students to become centered on the activity and content while encouraging active group participation. Students were provided with flexibility and choice which lead to a strong sense of ownership, self-regulation and self-esteem benefits.

Conclusions/Implications

The researchers found evidence that student generated digital video strongly enhances pedagogy in the area of student engagement and autonomy. It was noted that this tool could be used in three major classroom modes: 1) as a communication tool, 2) as an observation or analysis tool or 3) as a tool for reflection.