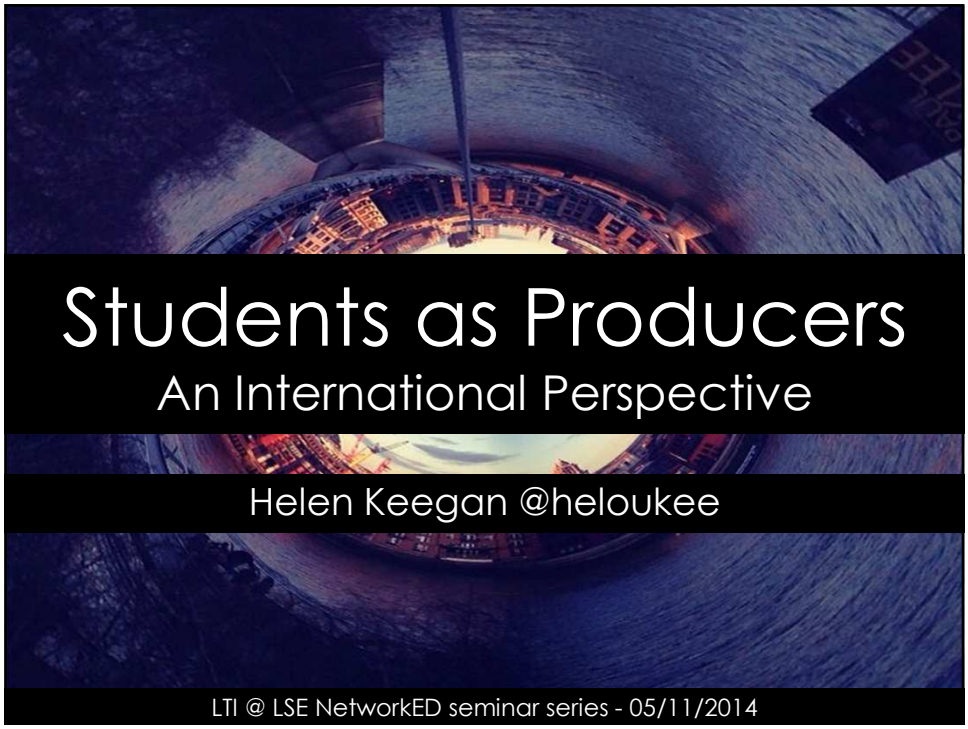


Students as Producers

An International Perspective

Helen Keegan @heloukee

LTI @ LSE NetworkED seminar series - 05/11/2014

Students as active collaborators

Learners as active agents rather than passive consumers

Staff and students working in partnership, blurring boundaries

Authentic engagement - transformative potential?

Resistance can be linked to consumerist discourse

Challenges traditional roles and hierarchical relationships

Giving up control, tensions, unknown outcomes

HEA: Engagement through partnership

Healey, M., Flint, A. and Harrington, K. (2014) *Students as partners in learning and teaching in higher education*. York: Higher Education Academy. https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education

Conceptualisations

"students as researchers and inquirers" (Healey and Jenkins 2009; Levy 2011)

"student as producer" (Neary 2012)

"student as collaborator and producer" (Taylor and Wilding 2009)

"student as co-producer" (McCulloch 2009)

students as co-authors (Healey, Marquis and Vajoczki 2013a).

"learners and teachers" (Cook-Sather 2011)

"co-creators" in the learning experience (Bovill, Cook-Sather and Felten 2011; Bovill 2013)

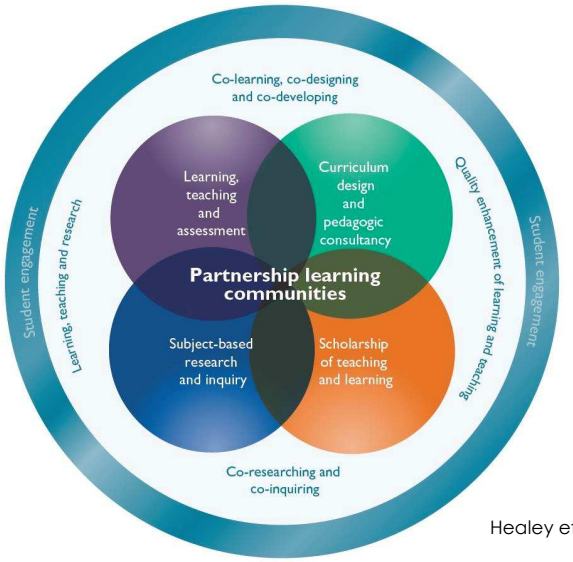
"students as consultants" (Cook-Sather 2009; Crawford 2012)

"students as change agents" (Dunne and Zandstra 2011; Healey 2014)

"students as change entrepreneurs" (Ryan et al. 2013)

"student engagement in educational development and quality enhancement" (Gibbs 2013)

Students as partners: an overview model



Healey et al, 2014

iCollab, ELVSS and MoCo360

Ultimate goal - develop new ways of seeing and learning through collaborative study of internet technologies and emerging forms of digital creativity, learning from one anothers' disciplinary perspectives and cultures.

International partnerships

iCollab

UK, NZ, ES, DE, IR

Audio production, PR, Web Science, Educational Research, Architecture

Multiple platforms, social technologies

PRODUCTION: Student-produced OERs (2011)

PRODUCTION and PEER REVIEW ASSESSMENT: Transmedia Reports (2012)

PEER TEACHING and CRITIQUE: Geolocation and research (2013)

RESPONSIVE, JUST IN TIME CURRICULUM DEVELOPMENT

@e-merging
@ATZ119
@thomcochrane
ELVSS : The Team
@MaxMINA
@fluipe
@heloukee

ELVSS
Entertainment Lab for the Very Small Screen

ELVSS 2012
Mobile In Global Out

Chat (4)
Invite
Screenshare
YouTube
Docs
ELVSS 2012 – Great Global Hangout

WHAT WORKED WELL: Small numbers, balanced teams, Google hangouts – things we could easily monitor/manage/control

WHAT DIDN'T WORK SO WELL: Films themselves – hangouts/online documentation took effort away from actual productions

SO how to bring back IMAGINATION and CREATIVITY? Would something more open/abstract lead to more experimentation and creative and imaginative filmmaking?

ELVSS 2013
State of Being

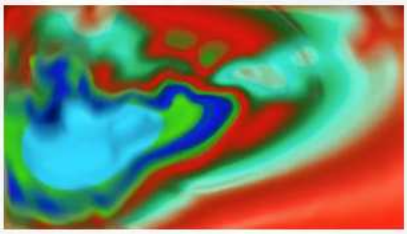
State of Being

Saturday 10th August 20:10-21:40 & Sunday 11th August, 2013

Warwick Blair Ensemble

Music: Warwick Blair
Video and libretto content managed by Laurent Antonczak and Max Schleser

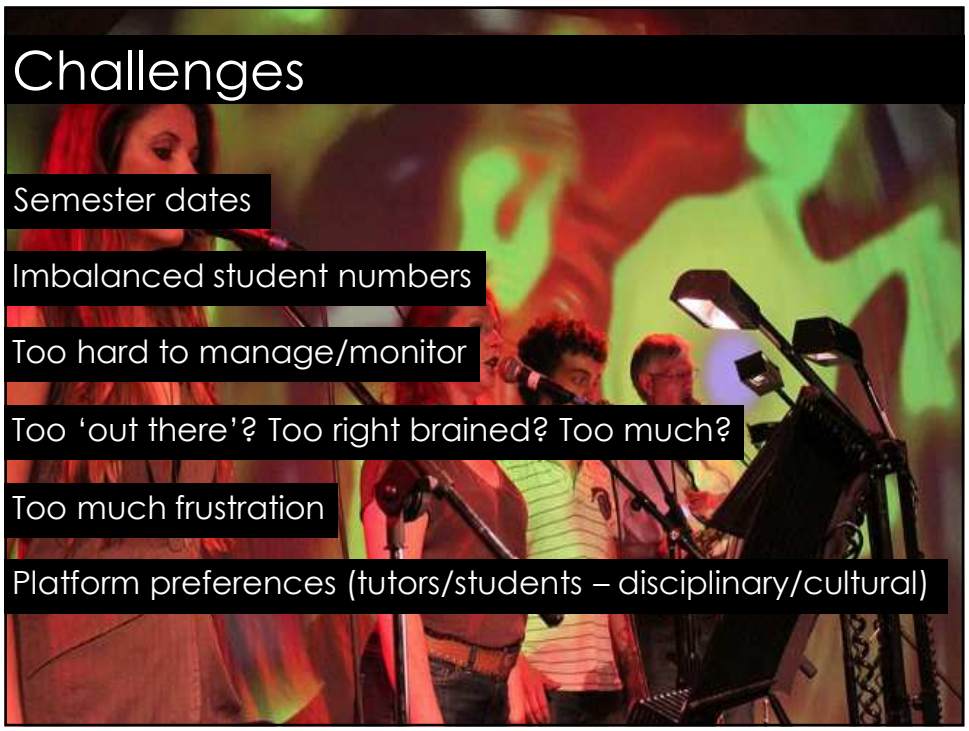
Music Director: Michael Smedley
Concept Sound/Video diffusion: Warwick Blair
Soprano: Nia Coleman
Mezzo-soprano: Sara Louisa Parry
Baritone: Edmund Caird
Baritone/Saxophones/Flutes: Nicholas Charles
Percussion: Andrew Spiceley



State of Being is an inspiring, sometimes harrowing, journey through the human psyche. The opera presents a powerful series of emotional states of being that depict an individual's struggle for survival and redemption. The opera interpolates live and recorded music with video and theatre to produce a compelling synaesthetic experience.

Contains scenes of a sexual nature

Challenges

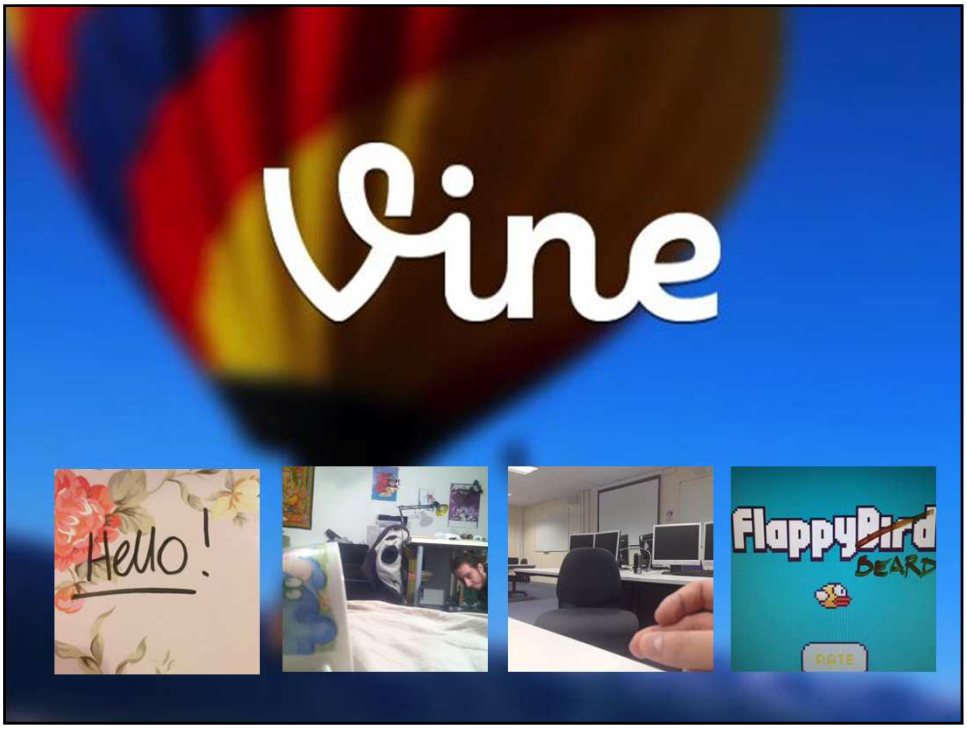


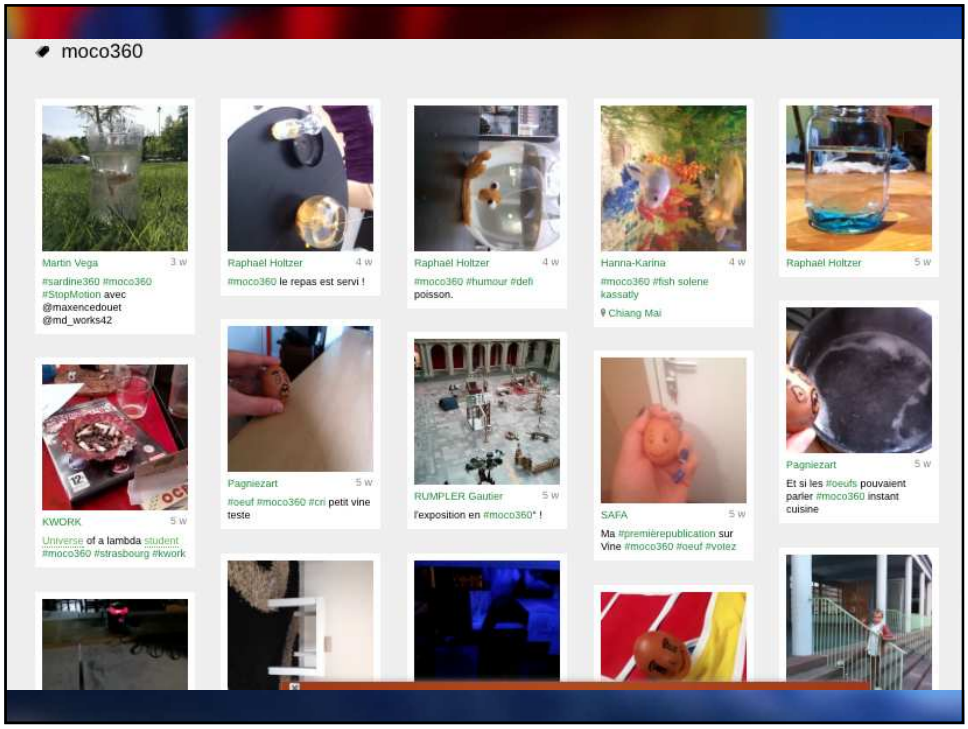
- Semester dates
- Imbalanced student numbers
- Too hard to manage/monitor
- Too 'out there'? Too right brained? Too much?
- Too much frustration
- Platform preferences (tutors/students – disciplinary/cultural)

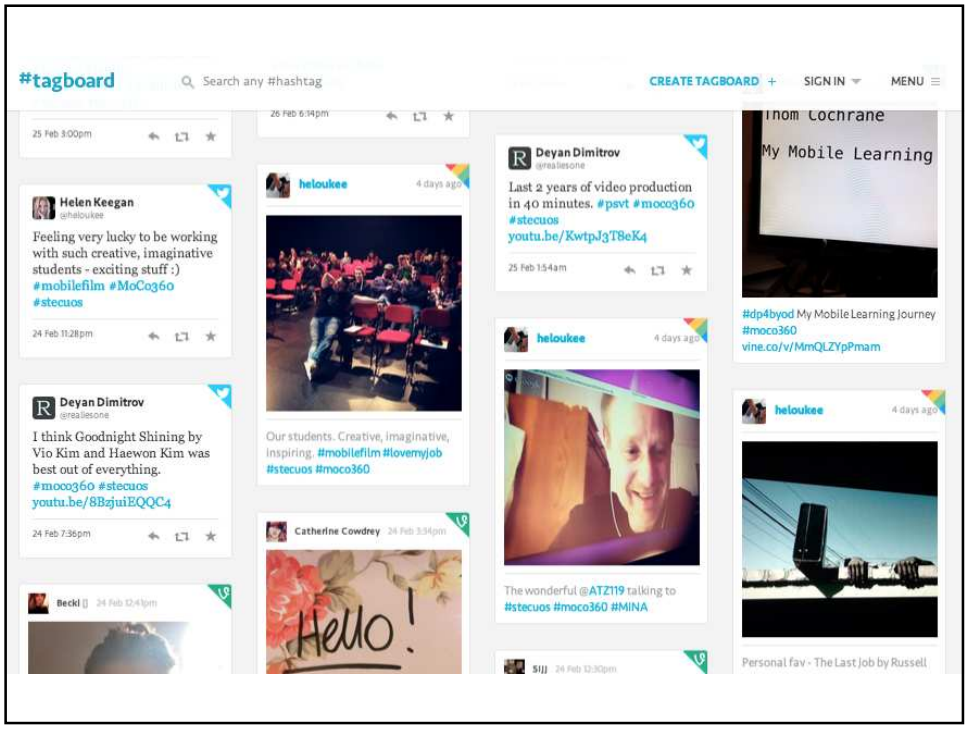
#MoCo360

Mobile film community

Learner-generated projects




moco360
Martin Vega 3 w
#sardine360 #moco360 #StopMotion avec @maxencedouet @md_works42
Raphaël Holtzer 4 w
#moco360 le repas est servi !
Raphaël Holtzer 4 w
#moco360 #humour #defi poisson.
Hanna-Karina 4 w
#moco360 #fish solene kassatly
Chiang Mai
Raphaël Holtzer 5 w
KWORK 5 w
Universe of a lambda student #moco360 #strasbourg #kwork
Pagniezart 5 w
#oeuf #moco360 #cri petit vine teste
RUMPLER Gautier 5 w
l'exposition en #moco360° !
SAFA 5 w
Ma #premièrepublication sur Vine #moco360 #oeuf #votez
Pagniezart 5 w
Et si les #oeufs pouvaient parler #moco360 instant cuisine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SIGN IN
MENU
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@heloukee
Feeling very lucky to be working with such creative, imaginative students - exciting stuff :) #mobilefilm #MoCo360 #stecuos
24 Feb 11:28pm
Deyan Dimitrov
@realliesone
I think Goodnight Shining by Vio Kim and Haewon Kim was best out of everything. #moco360 #stecuos youtu.be/8BzjuiEQQC4
24 Feb 7:36pm
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4 days ago
Our students. Creative, imaginative, inspiring. #mobilefilm #lovemyjob #stecuos #moco360
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Last 2 years of video production in 40 minutes. #psvt #moco360 #stecuos youtu.be/KwtpJ3T8eK4
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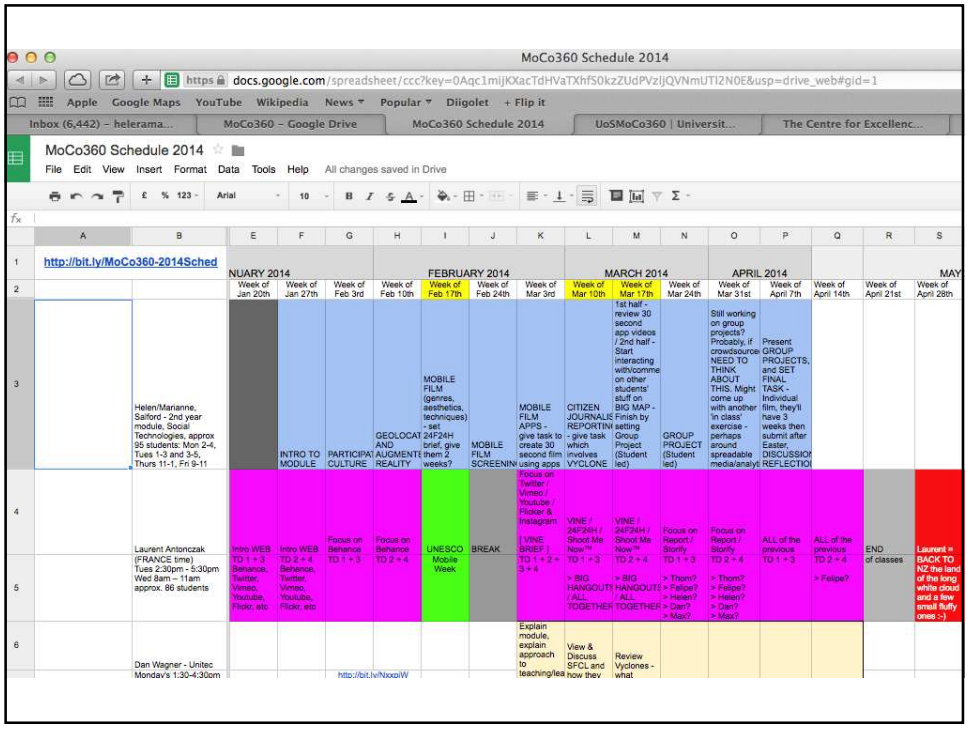
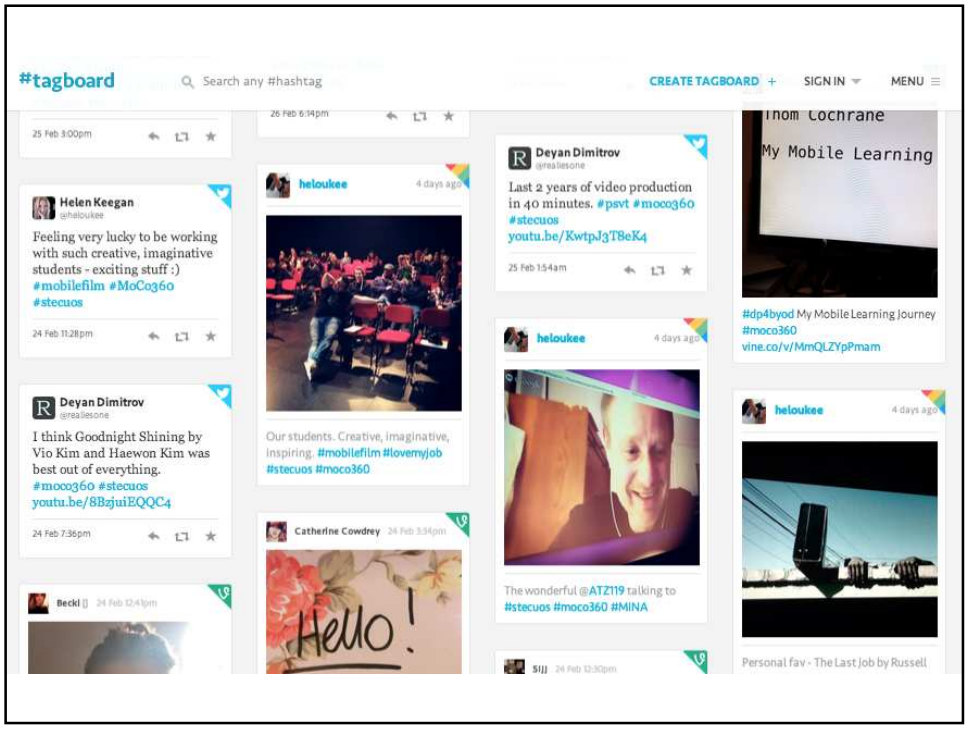

MoCo360 Schedule 2014
https docs.google.com/spreadsheet/ccc?key=0Aqc1mijKXacTdHVaTXhfS0kzZUdPVzljQVNmUTI2N0E&usp=drive_web#gid=1
Apple Google Maps YouTube Wikipedia News Popular Diigolet + Flip it
Inbox (6,442) – helerama... MoCo360 – Google Drive MoCo360 Schedule 2014 UoSMoCo360 | Universit... The Centre for Excellenc...
MoCo360 Schedule 2014
File Edit View Insert Format Data Tools Help All changes saved in Drive
http://bit.ly/MoCo360-2014Sched
JANUARY 2014
FEBRUARY 2014
MARCH 2014
APRIL 2014
MAY
Week of Jan 20th
Week of Jan 27th
Week of Feb 3rd
Week of Feb 10th
Week of Feb 17th
Week of Feb 24th
Week of Mar 3rd
Week of Mar 10th
Week of Mar 17th
Week of Mar 24th
Week of Mar 31st
Week of April 7th
Week of April 14th
Week of April 21st
Week of April 28th
Helen/Marianne, Salford - 2nd year module, Social Technologies, approx 95 students: Mon 2-4, Tues 1-3 and 3-5, Thurs 11-1, Fri 9-11
INTRO TO MODULE
PARTICIPA CULTURE
GEOLOCAT AND AUGMENTE REALITY
MOBILE FILM (genres, aesthetics, techniques) - set 24F24H brief, give them 2 weeks?
MOBILE FILM SCREENIN
MOBILE FILM APPS - give task to create 30 second film using apps
CITIZEN JOURNALIS REPORTIN - give task which involves VYCLONE
1st half - review 30 second app videos / 2nd half - Start interacting with/comme on other students' stuff on BIG MAP - Finish by setting Group Project (Student led)
GROUP PROJECT (Student led)
Still working on group projects? Probably, if crowdsource NEED TO THINK ABOUT THIS. Might come up with another 'in class' exercise - perhaps around spreadable media/analyt
Present GROUP PROJECTS, and SET FINAL TASK - Individual film, they'll have 3 weeks then submit after Easter, DISCUSSIO REFLECTIO
Laurent Antonczak (FRANCE time) Tues 2:30pm - 5:30pm Wed 8am – 11am approx. 86 students
Intro WEB TD 1 + 3 Behance, Twitter, Vimeo, Youtube, Flickr, etc
Intro WEB TD 2 + 4 Behance, Twitter, Vimeo, Youtube, Flickr, etc
Focus on Behance TD 1 + 3
Focus on Behance TD 2 + 4
UNESCO Mobile Week
BREAK
Focus on Twitter / Vimeo / Youtube / Flicker & Instagram
[VINE BRIEF] TD 1 + 2 + 3 + 4
VINE / 24F24H / Shoot Me Now™ TD 1 + 3
> BIG HANGOUT / ALL TOGETHER
VINE / 24F24H / Shoot Me Now™ TD 2 + 4
> BIG HANGOUT / ALL TOGETHER
Focus on Report / Storify TD 1 + 3
> Thom?
> Felipe?
> Helen?
> Dan?
> Max?
Focus on Report / Storify TD 2 + 4
> Thom?
> Felipe?
> Helen?
> Dan?
> Max?
ALL of the previous TD 1 + 3
ALL of the previous TD 2 + 4
> Felipe?
END of classes
Laurent = BACK TO NZ the land of the long white cloud and a few small fluffy ones :-)
Dan Wagner - Unitec Monday's 1:30-4:30pm
Explain module, explain approach to teaching/lea
View & Discuss SFCL and how they
Review Vyclones - what
http://bit.ly/NxxoW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Beckl [] 24 Feb 12:41pm
26 Feb 6:14pm
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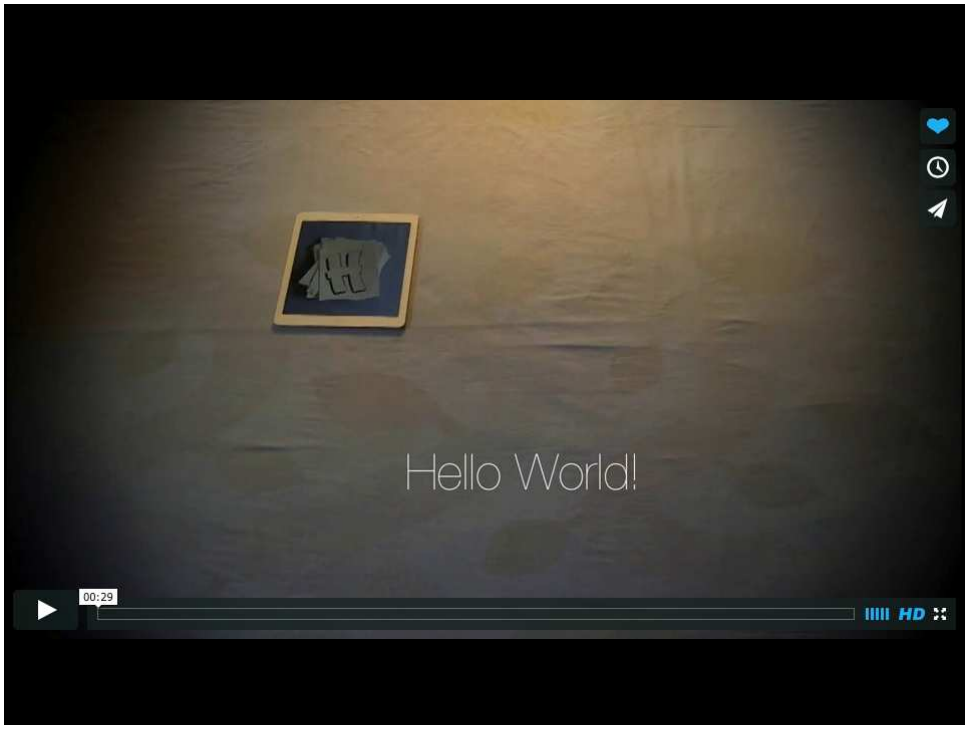
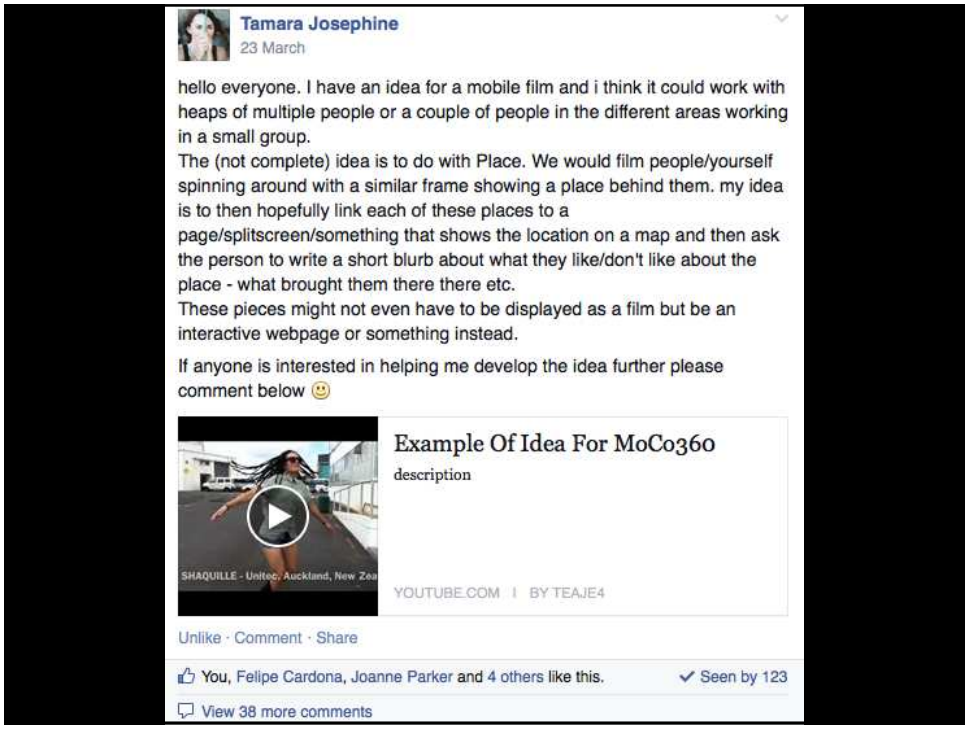
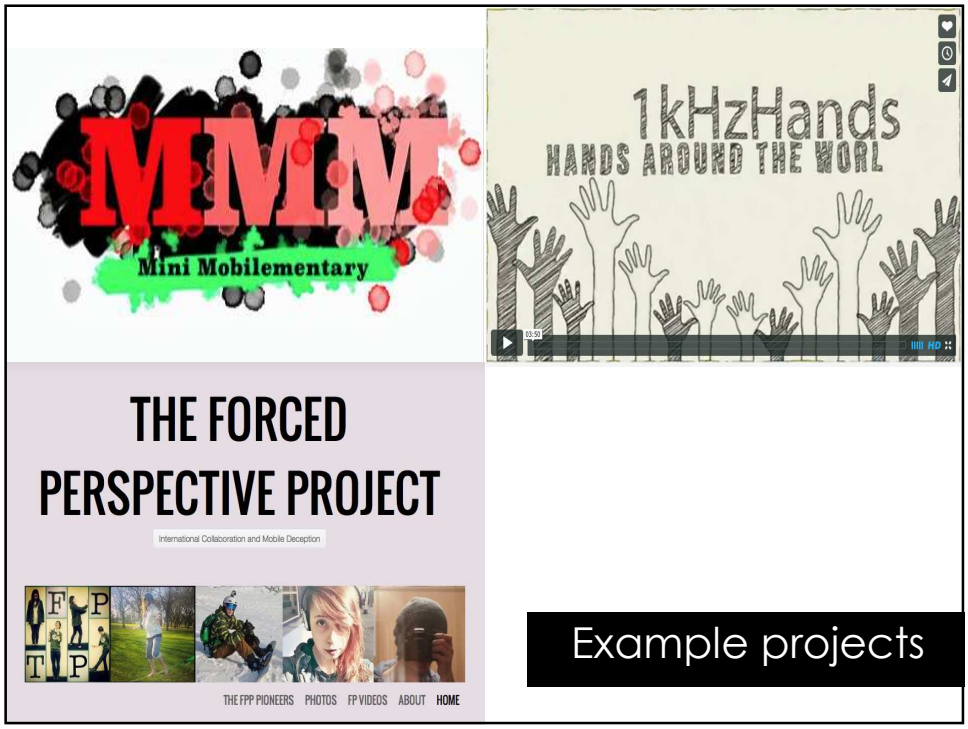

Hello World!
00:29
HD

00:29
HD


Tamara Josephine
23 March
hello everyone. I have an idea for a mobile film and i think it could work with heaps of multiple people or a couple of people in the different areas working in a small group.
The (not complete) idea is to do with Place. We would film people/yourself spinning around with a similar frame showing a place behind them. my idea is to then hopefully link each of these places to a page/splitscreen/something that shows the location on a map and then ask the person to write a short blurb about what they like/don't like about the place - what brought them there there etc.
These pieces might not even have to be displayed as a film but be an interactive webpage or something instead.
If anyone is interested in helping me develop the idea further please comment below
Example Of Idea For MoCo360
description
SHAQUILLE - Unitec, Auckland, New Zea
YOUTUBE.COM | BY TEAJE4
Unlike · Comment · Share
You, Felipe Cardona, Joanne Parker and 4 others like this.
Seen by 123
View 38 more comments


MMM
Mini Mobilementary
1kHzHands
HANDS AROUND THE WORL
THE FORCED PERSPECTIVE PROJECT
International Collaboration and Mobile Deception
THE FPP PIONEERS PHOTOS FP VIDEOS ABOUT HOME
Example projects

Felipe Cardona
25 March · Bogotá, Colombia · Edited
Hi guys! Here's a google doc of "Here and there" idea https://docs.google.com/document/d/1AnGcRjiMfVUXzUWA9zre1D0KPaLxGNjWDasQR0h3v9Y/pub If you want to be part of it, make a sphere photo with sphere app, enter your data in this doc, and let's work all together each other. Just give me your gmail e-mails
MMM
Mini Mobilementary
Here 'n there Storyboard
DOCS.GOOGLE.COM

THE FORCED PERSPECTIVE PROJECT

International Collaboration and Mobile Deception

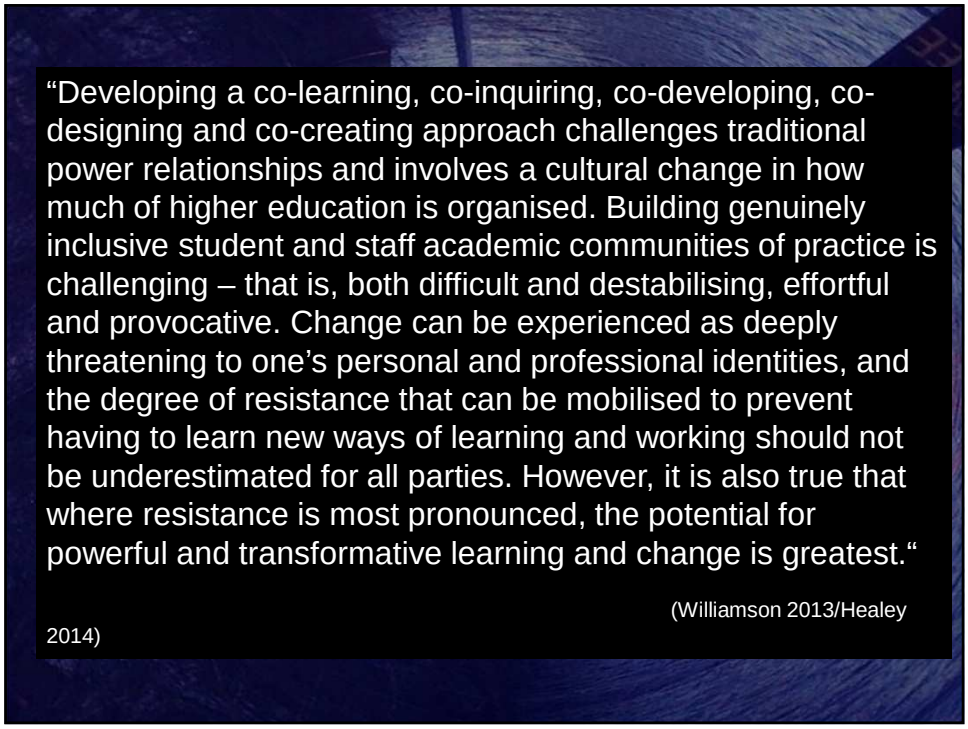
THE FPP PIONEERS PHOTOS FP VIDEOS ABOUT HOME

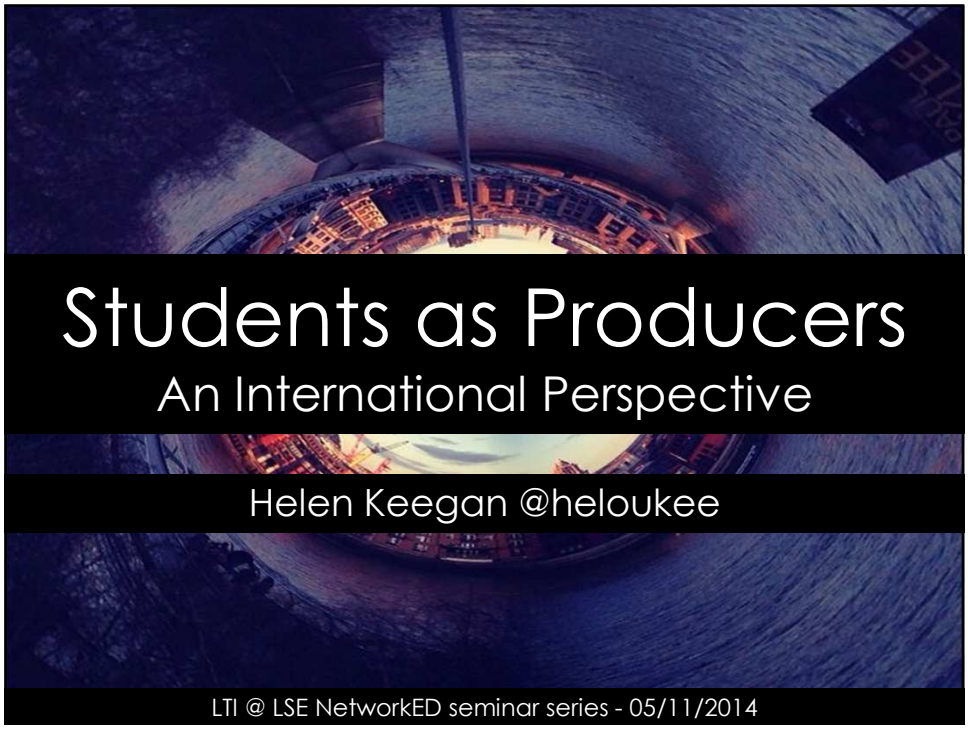
From Global Projects

"Students and academic staff have different expertise to bring to the process, and there will be times when staff may appropriately have more voice, and other times when students may appropriately have more voice. Co-creation is not about giving students complete control, nor is it about staff maintaining complete control over curriculum design decisions. The relative levels of control over decision making and appropriate levels of partnership are likely to depend upon the context…"

(Bovill 2013b, p. 464)

to Global **Community**


"Developing a co-learning, co-inquiring, co-developing, co-designing and co-creating approach challenges traditional power relationships and involves a cultural change in how much of higher education is organised. Building genuinely inclusive student and staff academic communities of practice is challenging – that is, both difficult and destabilising, effortful and provocative. Change can be experienced as deeply threatening to one's personal and professional identities, and the degree of resistance that can be mobilised to prevent having to learn new ways of learning and working should not be underestimated for all parties. However, it is also true that where resistance is most pronounced, the potential for powerful and transformative learning and change is greatest."
(Williamson 2013/Healey 2014)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