

Podcast, captation, visio...

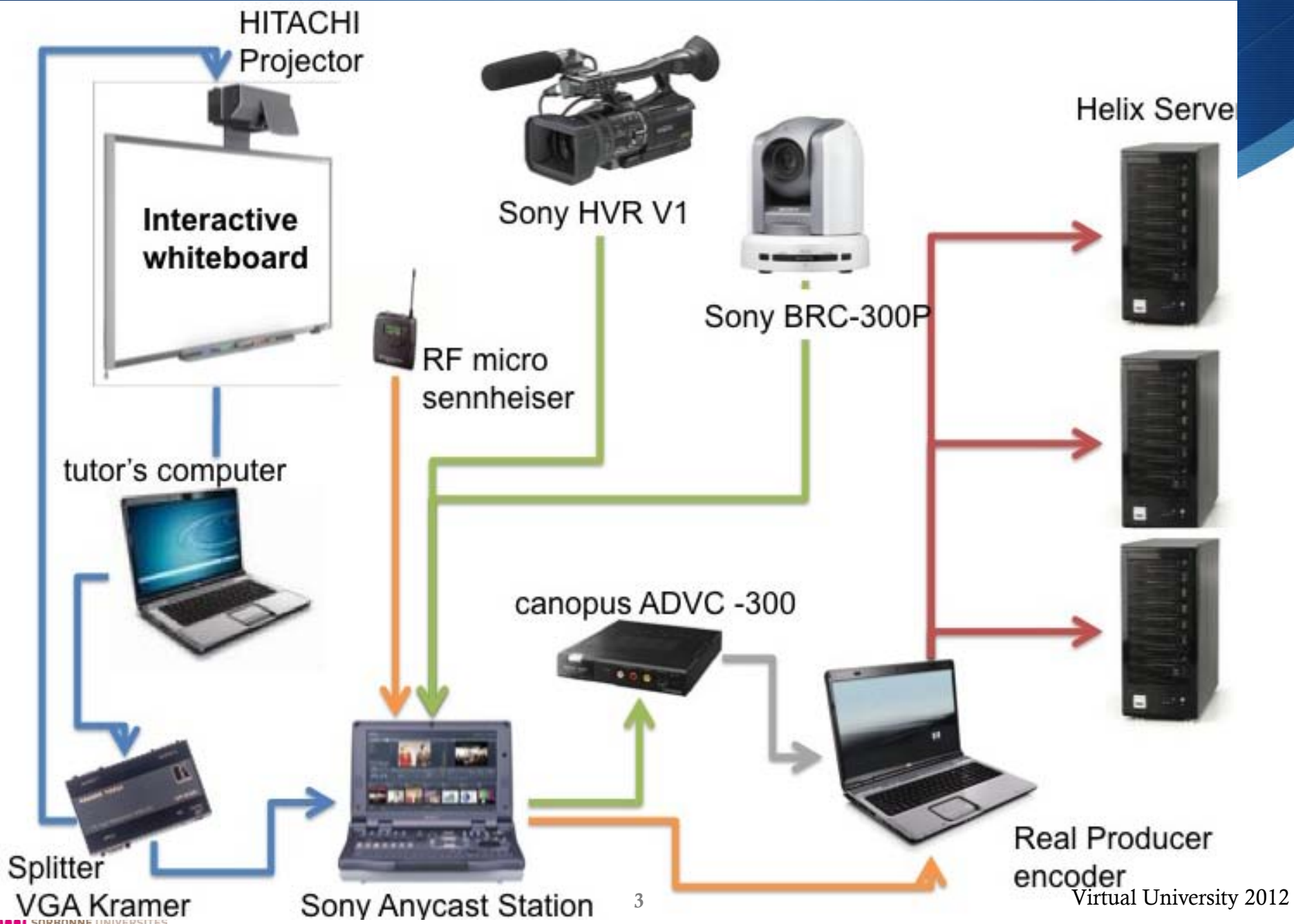
Transition of the digital images usage from distant learning to face to face.

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A large variety

- ◆ Raw captations of courses
- ◆ Administrative presentations (calendars, services)
- ◆ Corrections of exercises
- ◆ Recorded key parts of courses
- ◆ Synchronous interactive videos
- ◆ All broadcasts are recorded and can be reviewed offline



Starting from ODL

- ◆ We wish to build on the experience of distance teaching to consider the transformations of these tools in face to face teaching.

ODL : Open and Distance Learning


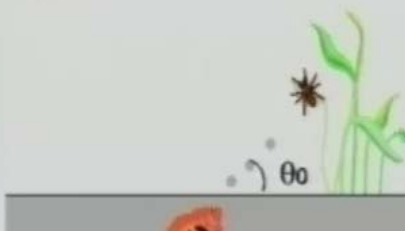
Why those videos?

- ◆ Because in ODL, we want to make the background and the context more explicit.
- ◆ Particularly, we want the students who don't know the University to understand what it is.
- ◆ Videos are a great tool for this.

Three types

- ◆ Administrative videos.
- ◆ Lecture videos.
- ◆ Interactive videos.

Un insecte est posé sur une brindille au-dessus de la surface de l'eau. Un poisson archer projette une goutte d'eau avec une orientation initiale θ_0 qui pointe directement vers la position de l'insecte. Au moment où la goutte est projetée, l'insecte voit venir le danger et il se laisse tomber. Montrer que la goutte d'eau va atteindre l'insecte à condition que la trajectoire de la goutte coupe la ligne de chute de l'insecte.



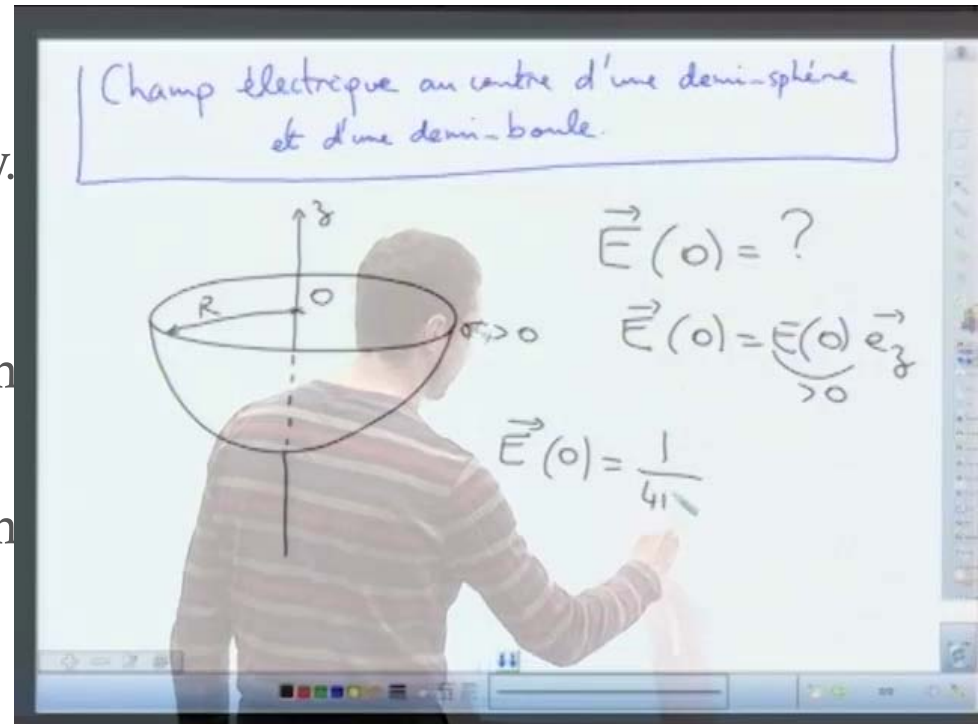
Administrative videos.

- What is hidden behind tele6@upmc.fr?
- Who is Ms X or Mr. Y to whom we had already sent 4 messages ?
- When are the exams? How is that going to happen?



Key points of the curriculum filmed

- “ Hey! That’s what the teacher looks like. ”
- “ This is what we have to know. ”
- “ This is how he speaks to us. ”
- “ You should speak to the teacher that way. ”
- (If some students are part of the recording of the video).



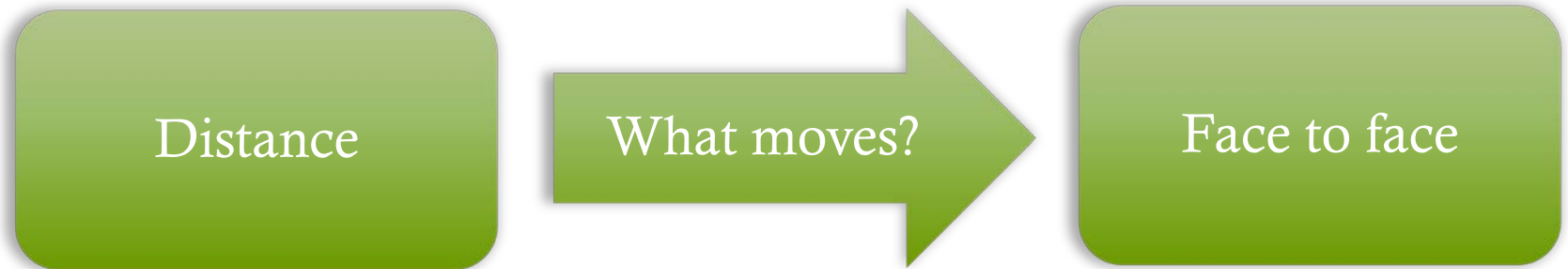
Interactive videos



For the ODL department

- ◆ This tool allows the students and the pedagogical team to better understand each other.
- ◆ The personalisation of the relationship is made possible. It can be compared to the face to face tutorials.
- ◆ It makes administrative staff feel more involved.
- ◆ It's new and reassuring for the students.

Distance/Face to face



During the back on campus period

- ◆ Before the beginning of the University year or during the weeks that follow, campus students are not real students yet. Giving the background remains important.
- ◆ Introductory videos on formations allow students to clarify their choice (iTunes U)
- ◆ Administrative videos explain the infrastructure supports.
- ◆ Students must be able to retrieve the information given during the « reception lectures ». It is filmed, recorded and edited.
- ◆ Human presence is not replaced, it is enhanced.

During the year, on campus

- ◆ Recording key parts of the curriculum is still meaningful.
- ◆ If one day the teacher is not available, he can prepare a video of the lecture.
- ◆ As a support or remediation tool. We can then propose a device very similar to the distance one.
- ◆ Systematic capture of the lectures is possible. It allows the study of a missed class or a review on demand of a sample of a course. But it changes significantly the behaviour of the teacher. This is still a debate.

Towards a raw and systematic recording of classes?

- ◆ It makes sense with a highly motivated audience. Two examples:
 1. During the review period before the exams for all students. We offer the corrections of mock exams on videos
 2. The first year of medical school is sanctioned by a competition. The law requires strict respect of equity and imposes the captation.
- ◆ From our point of view, apart from the legal obligation, two criteria must be taken into account: the desire of the teacher (before), and the rate of use by students (to repeat).

The use of video is always well appreciated

- ◆ This is a strong argument for its use.
- ◆ But it should always be part of an educational project: what contribution for the student?
- ◆ So it should not be used as a low cost way of teaching.
- ◆ But always use it to bring teacher and students closer.

Thank you for your attention

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