TECH1002-18 Social Media Innovation

Workshop Seven: Reflexive Vlogging

1   Activity – Research Reflexive Vlogging for Learning
- Form a small group of no more than four people.
- Read the comments below about vlogging.
- Make a note of any issues that you might have a concern about, or are unsure about, and add it to a post-it-note.
- Once you have read through the ideas listed about vlogging, discuss in your group your experience of making a vlog, watching vlogs, or using vlogs as part of your learning process.
- Identify the elements that you feel most comfortable with in vlogging, then those elements that you feel most un-comfortable with.
- Return to the main group and use the whiteboard to discuss the issues you have considered in your groups.
- Map these issues as a mindmap.

1.1   Real Vlogs: The Rules and Meanings of Online Personal Videos – Aymar Jean Christian
"This paper explores what the "rules" of vlogging (video blogging) are: the various visual and social practices viewers and creators understand and debate as either authentic or inauthentic on YouTube. It analyzes a small, random set of vlogs on YouTube and highlight several controversies around key celebrities on the site. This essay concludes by chal-lenging whether conversations around authenticity will persist in dialogues about online video…."

"The divide between vlogs of self–expression (first vlogs, following the rules above) and vlogs intended to get attention, a market or an audience, is wide. YouTubers who give advice on "how to make a vlog" are more experienced, have more videos and more followers. Their advice stands in almost direct contrast to what first vlogs, or "real" vlogs, look like. These YouTubers are most concerned with making vlogs entertaining and following defined editing rules. Their goal is popularity, alongside but never reliant upon self–expression. In this way, they reveal the disctinction between real vlogs and good vlogs. To make a good vlog, these users emphasized similar techniques and suggested a good vlog isn't real at all, but entirely constructed. As sxephil, one of YouTube's all–time most subscribed users, said: "There's no such thing as reality on the Internet. There's only people's perception of what's real." His videos are heavily edited."
http://journals.uic.edu/ojs/index.php/fm/article/view/2699/2353#p5

1.2   Reflexive Vlogging
According to Steve Wheeler, "Amy Burvall outlines seven reasons why vlogging is a useful method of reflective learning for students. Here they are with annotations included:
1. It is personal and facilitates the student voice. It supports personalised learning through self-expressio, and through the act of thinking out loud and performing one's learning for a public audience.
2. It is a natural part of the confessional culture. The current generation self discloses a great deal more than those in previous generations, and can be brutally honest in telling of their personal stories. This is clearly becoming a key part of the new digital cultural capital and feeds their perceived need to connect through reciprocal disclosure of personal details.
3. Vlogging is easy, cheap and fun. All you need to begin vlogging is a video camera, such as the one included in all smart phones, and an topic to talk about. Many vlogs are unedited, recorded in real time, and posted direct to YouTube.
4. It is less stressful for some. I recall several of my own students recently choosing a video as their preferred format of assessment, because I offered it as a legitimate mode of assignment. They said they felt more comfortable ex-pressing their learning in video format, but of course, as a teacher, one should always ensure that students are as-sessed in as many different modes as are available. And remember, vlogs can include text in the form of subtitles or overlaid commentary.
5. Practice new literacies. For those less familiar with vlogging, creating your first can be quite a challenge. A number of new literacies need to be learnt, including video camera use, editing (possibly), audio production, presentation skills, reflective communication and posting content to the web. This is not an exhaustive list, but reflects the ex-tent to which new ways of working need to be learnt to vlog successfully.
6. Vlogs are hard to plagiarise. It may be easy to copy the ideas found within some vlogs, but the personal signature of a vlog is virtually impossible to duplicate. Many well-known vlogs attract parodies, but these in themselves could be seen as original works, with creative merit of their own.

7. Dynamic - vlogs can be augmented. In this statement I believe Amy means that vlogs can be just the start of self-expression through video, and can be supplemented with music, animation, editing, remixing and a host of other additions which can enhance or even transform the messages found within them.

Steve adds number eight to the list, by suggesting that vlogging can be very expressive and can unleash the creativity of the person creating it as well as capturing the imagination of those watching it." http://www.steve-wheeler.co.uk/2014/12/vlogging-and-learning.html

2   Activity - Reflective Learning for Students
• Working in your small groups, read through the comments here about reflexive learning.
• Can you identify what is meant by reflexive learning?
• Can you identify what the benefits of reflexive learning might be?
• Can you share any experience you have of reflexive learning in different situations?

2.1   Reflexive Learning
Reflective learning can be applied in a number of ways including keeping a reflective journal or log – particularly useful in reflecting on, for example, work placements or year abroad. This type of activity can also serve as a tool for Personal and Academic Support Tutors to generate discussion about employability issues with your tutees. Students may have difficulty understanding what is expected of them in using a reflective approach and will need guidance in going beyond a simple list of what they have done in a journal log. Providing examples of a reflective journal entry that demonstrates critical thinking and analysis can help students in the process. Explaining the advantages of this approach in terms of its applicability to an employment situation can also encourage students to appreciate the value of reflective learning.
https://www.sheffield.ac.uk/lets/toolkit/learning/reflective

2.2   Reflexive Learning Experience
The reflections from the students show that it does work:
• *"The process of reflection has heightened my awareness."*
• *"I enjoyed the idea of using web 2.0 techniques, which would create a more dynamic and participative form of re-flection."*
• *"In my future employment I believe it will be vital to maintain records of my achievements ...this process will allow me to reflect on my achievements and also identify areas for training or improvement."*
• *" I feel I have learnt a great deal about myself which I hope to reflect on throughout my professional career."*
• *"The process of reflection has heightened my awareness of the skills I am currently obtaining from the MA program, and has highlighted ways in which these can be transferred to future employment."*
• *"On reflection, all of this will be of immeasurable benefit to my management development."*
• *"I expect that some of the insights from this year will evolve and expand, as the situations which emerge in my future workplace continue the process of reflective learning began here."*
https://www.sheffield.ac.uk/polopoly_fs/1.232881!/file/Modes_of_Learning_Reflective_Learning_Sen.pdf

2.3   Reflexive Practice
"Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning. According to one definition it involves "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight". A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.

Reflective practice can be an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the most important source of personal professional development and improvement. It is also an important way to bring together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding." https://en.wikipedia.org/wiki/Reflective_practice

2.4 Reflective Practice Vlogging

Welcome to Learning is Change. My name is Ben Wilkoff, and I teach. And Learn. A Lot. I make vlogs and edtech tutorials. Enjoy a bit of both. https://www.youtube.com/playlist?list=PLbEvHEm3Ox0auHgorMg015wHo3B2pAVt6

2.5 bPortfolios: Blogging for Reflective Practice

"The following characteristics of bPortfolios enhance critical reflection:

1. *Social interaction* – Students share their learning reflections in an open format.
2. *Developmental* - The reverse chronological order of posts shows learning growth.
3. *Organization* - Categories and tags allow students to classify their reflections.
4. *Autonomy* - Students have ownership of their personal content management system.
5. *Reflective* - Students consider which standards are being addressed and what key words best describe the post.
6. *Digital citizenship* - Students practice using social media to enhance digital reputations (Chaplin, 2011).

http://sloanconsortium.org/effective_practices/bportfolios-blogging-reflective-practice

Activity – Reflexive Vlogging Practice

- This is an experiment in trying out and gaining confidence in vlogging.
- It doesn't matter what this activity is recorded on, if you have a phone, a tablet, a laptop or access to a PC with a webcam, use whatever is easier.
- Working in your group set-up your recording device in a space that is quiet and reasonably well lit.
- Think about how you will position your device so that it captures sound effectively, so you will need to find a quiet space that is free from background noise.
- Some of you will be happy to record some video in front of other people, others will want to record something by yourself – there is no compulsion, this is an experiment in working out what works.
- Each person should take a turn in recording a reflection video lasting no longer than two minutes.
- Use your video to reflect on the way that you use social media, and what you gain in terms of social connections by sharing that media (or, that you avoid if you are sceptical about the use of social media).
- Once you have each recorded a video piece, watch them back together and note how effective each video was in terms of learning about the persons thought process and ideas.
- Do you get a sense of what each is wishing to discover and what they feel or understand by this process of discovery?
- Make a note of the style of vlogging that you thought was poor and needs to be developed, and what you thought worked well and you would be happy to share.
- Start a thread on DMU Talk (https://talk.our.dmu.ac.uk) using the Social Media category and write a post sharing your tips.
- These tips can be practical (i.e. don't look down it gives you a double chin, or turn off the TV as the noise conflicts with what is being spoken), or it can be thematic (i.e. what engaged you are a viewer of these vlogs that told a story that you could connect with).
- Return to the main group and discuss your experience creating a mind-map of ideas on the whiteboard.

3 Activity - Coursework B Planning

- Visit the DMU Commons Wiki and access the assignment briefs for Coursework B & C
- https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Innovation#Assessment
- Working in a small group, look through the assessment criteria (i.e. how you will be marked) and note any issues that you need clarification about.
- Note these issues and discuss them in your group. If you need further clarification discuss the issue with your tutor.
- Look at the examples of work that was undertaken by learners in previous years.
- https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Group_Project
- Identify and note something that interests you about any of these particular projects?
- If you want to devise an alternative project, what would it consist of?
- If you want to adapt an existing project, how will you go about developing it?
- Coursework B asks you to identify an issue of social need that you can use your project to address.
- Discuss in your group what issues of social need you are drawn to and would like to explore.

- Open a thread on DMU Talk (https://talk.our.dmu.ac.uk). Using the TECH1002 Social Media Project category, write a brief description of what type of activity you are interested in and what issue of social need you think this will address.
- Include links, screen-grabs, images, or other media in your post.
- Read through the posts that other users have added to this topic and see if there is anything similar that you can learn from or that you might distance yourself from in order to make your project idea more distinctive.
- Over the coming week you can engage in discussion with other DMU Talk participants, and develop your ideas.
- In the week eight workshop you will form your group, so being ready with ideas and research will be essential.

4   Activity – Blogging Further Research Planning
- As you develop your project, you will be able to develop an explanation of how it makes a difference.
- Work through this guide to evaluating social projects, and frame a blog as a set of questions that you can potential look for answers in later?
- This is the initial phase of development, in which we ask questions, but can't yet give answers, so what would be the good questions that you need to consider in developing your project?
- Can you share your blog that asks these questions on DMU Commons Talk?
- Can you update or create a project wiki page on the DMU Commons Wiki that list and specifies these questions?

4.1   IMPACT: A Practical Guide to Evaluating Social Media Projects
This guide aims to help organizations collect useful information about the effectiveness and impact of their community information projects by highlighting aspects of the evaluation process that are unique, challenging or critical in a community information context. It also describes and includes relevant and meaningful tools that can be used to assess community information projects. The guide is not meant to be a comprehensive how-to guide on evaluation; many books and resources on evaluation practice already exist elsewhere. For any of the community information activities described above, this guide is designed to help you chart your progress and achievements toward those goals.
http://cmsimpact.org/wp-content/uploads/2015/11/IMPACT-A-Practical-Guide-to-Evaluating-Community-Information-Projects-Resources-case-study.pdf

4.2   How to Use This Guide
This guide will take you through the essential steps for designing an evaluation of your community information project. These steps explain what to do and consider at different stages of the evaluation process:
1. Describe your project and identify your target audience.
2. Identify the evaluation's purpose and key questions.
3. Design the evaluation using effective methods.
4. Communicate and report the evaluation findings to make decisions and take action.

4.3   What changes in your community are you hoping to achieve?
Understanding what your project is and what it hopes to achieve can be facilitated by articulating a Theory of Change (TOC). A TOC is a graphic representation of your assumptions and beliefs about how your project will effect the changes that you hope to see. There are three major elements of a TOC:
1. Assumptions/Need – answers the questions: What is the issue? Who is affected by it? Why are you taking action?
2. Activities – answers the question: What are you doing to address the issue?
3. Outcomes – answers the question: If your project is successful, what change, among which members of the community, do you hope to see?

4.4   Identify the Evaluation's Purpose and Key Questions
Focusing the evaluation requires identifying what the evaluation is going to be used for (i.e., the purpose of the evaluative inquiry) and what the key evaluation questions will be. An evaluation of community information projects may prioritize questions that are important for project design, implementation or future strategy, or for external stakeholders, such as funders.

4.5 What is the purpose of your evaluation?

An evaluation may be used to advance strategic learning, to refine project design and/ or implementation, or for accountability. Examples of purpose statements from community information evaluations include:

- To improve the quality and usefulness of information and media content produced.
- To determine the composition and diversity of contributors and readers.
- To identify the strengths and weaknesses of a new outreach or engagement strategy in order to modify and refine the strategy.
- To assess the progress a project has made toward achieving its goals and intended outcomes.

4.6 Outcomes and Indicators by Project Type

Figure 4. Example Outcomes and Indicators by Project Type
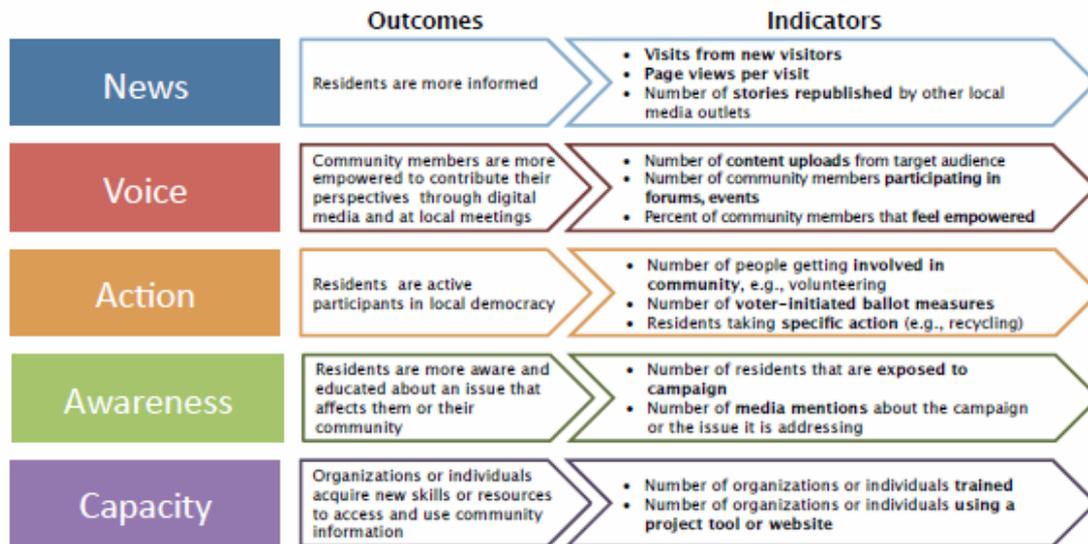
A successful community information project will likely have an effect on individuals, organizations and institutions beyond the project's intended goals. These emergent outcomes are important to consider and document when evaluating your information project as well. A few examples are show in the box below.

4.7 Project Evaluation List

What are your resources?
What resources do you have to work with?

What activities have you been using?
What is the project doing with its resources?

What are the outputs?
What are the tangible products of your activities?

What are the short-term outcomes?
What changes do you expect to occur within the short-term?

What are the long-term outcomes?
What changes do you hope to see over time?

What is your news?
What are your readers/users better informed about?

What is the voice?
What are your readers/users more empowered about?

What kinds of action have become possible?
Are your readers/users more likely to be civically active?

What issues are readers/users more aware of?
What have your readers/users become more aware of or learnt about?

Is there an improvement in capacity?
What new skills and resources have been gained by your readers/users?