Mobilography – and reflective learning

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Mobilography

Tate Forum

Mobilography

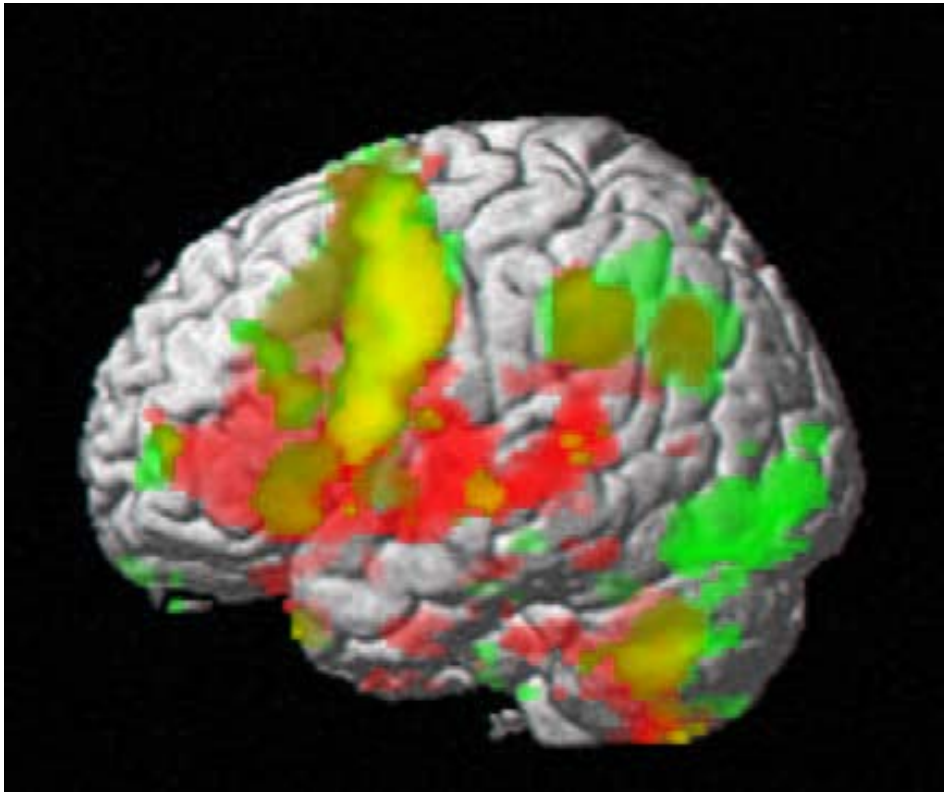ANOTHER giant leap technology

missin

Radio and the final

love u

I love u

The power of the visual

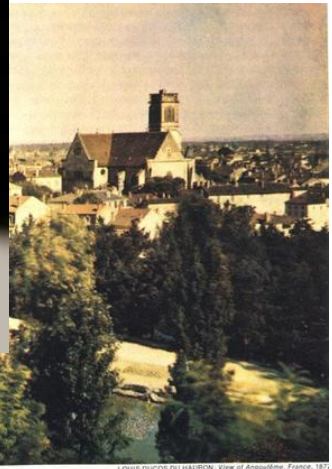Photographie de Nick Ut, 1972.

Visual memory (green)
Aural memory (red)
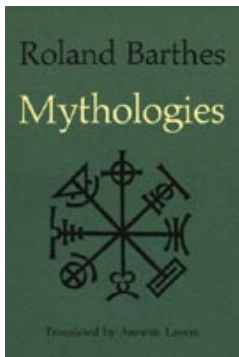Both types of memory (yellow)

Video v Photograph

LOUIS DUCOS DU HAURON: View of Angoulême, France, 187

Photograph!!
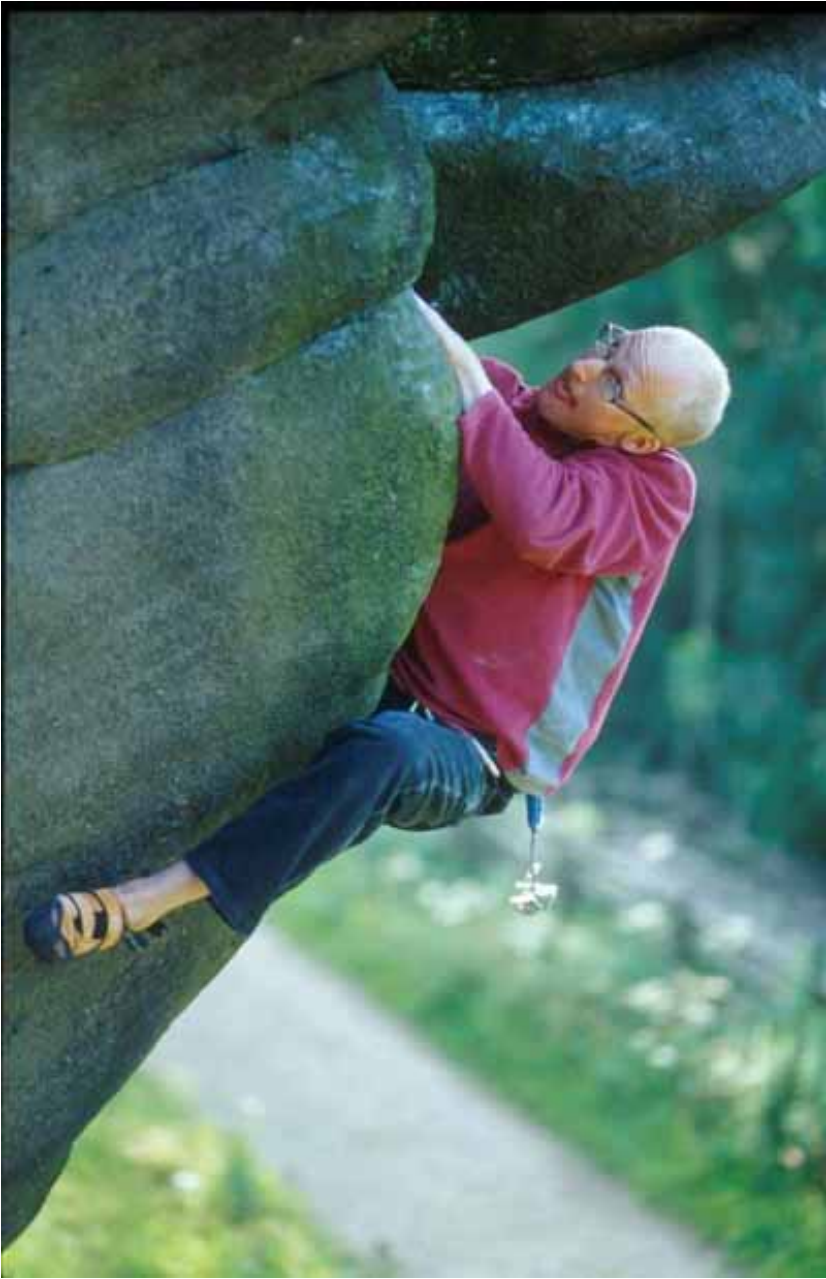
Key principles of understanding images

Semiotics

• *Objective*

• **Representational**

Digital storytelling

A digital story is a story created by the use of multimedia (Video, photographs and sound)

Stories convey meanings, thoughts, emotions and ideas

"digital storytelling is a highly motivating strategy that can make reflection concrete and visible"

Barrett HC
Researching and Evaluating Digital Storytelling as a Deep Learning Tool

helenbarrett.com/portfolios/SITEStorytelling2006.pdf

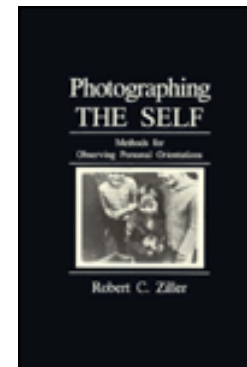# The opportunity to be creative can liberate many learners and enable tacit aspects of self identity to be revealed

David Gauntlett *Creative Explorations* 2007

Autophotography

Choice – whatever it represents

Reflection - product / process

Ziller RC (1990) Photographing the Self

Enjoyment and creativity

"It was fun"

"You can be creative with it. You approach it in a different way than the normal science part of it-I just gave a presentation in bio-medical science which was all words etc but this was different"

"Am not saying it wasn't time consuming because it wasn't easy but it was at a nice level where you would sit down and want to do it. And you were quite happy that you'd got a nice presentation out of it"

Second year medical students   *Sandars & Homer Autumn 2007*

Multiple Intelligence (Learning preferences)	Number of students scoring highest on each intelligence (n=178)	Percentage of all students scoring highest on each intelligence (n=178)
Linguistic	25	14.0
Logical – Mathematical	20	11.2
Musical	50	28.1
Bodily-Kinaesthetic	94	52.8
Spatial-Visual	16	9.0
Interpersonal	85	47.8
Intrapersonal	17	9.6

Stimulating deeper reflection

"It's a lot more effort to use the pictures because you have to explain them"

"I took the pictures before and after some of them a few days after when I'd had time to think about it. I took the pictures with the view that they represented a certain feeing after the visit."

" If you took the picture when it was happening you reflected more on what was happening at that point".

" You think it will only take 5 minutes but you end up putting a lot of effort into it because you want to choose particular pictures that show how you felt at that point

How do you think reflection occurred during the process of putting together your digital story?

" Because we knew that we had to tell the story I was focusing on my feelings from the beginning. So as you're going through your thinking what am I feeling now?"

" And the second part where you are actually looking for the pictures you are thinking about how you felt exactly and then comparing it to the picture and thinking-that matches that doesn't and things like that-so there's that type of reflection and even while you're presenting it you're still reflecting"

What do you think you learned form the process?

"I learnt a different way of conveying my emotions. I don't tend to use pictures in that way but I discovered a new way of expressing my feelings and it was good. It was also good to get away from science and more artistic"

"You go greater into depth as well to be more honest and show your feelings. You didn't have to actually verbalise them you could just show them and when everyone's is doing it around you are so more relaxed"

JISC

Reflect[2.0] - Using digital storytelling to develop reflective learning by the use of next generation technologies and practices

Piloting next generation technologies for social networking, collaborative writing and, collecting user generated content to develop high quality digital stories: using mobile devices to collect and deliver content.

Evaluating the experiences of students and teachers in using the tools within the projects to develop user requirements and case studies of user experiences in using emergent technologies

Help demonstrate solutions that integrate the use of next generation technologies with institutional virtual learning environments and with student's own devices. This will demonstrate the effectiveness of next generation technologies by

- making it easier for students to collect rich multi-media evidence of learning
- using digital storytelling to add value to the use of these tools
- demonstrating the impact on student's own reflective learning abilities

Medicine   John Sandars   University of Leeds

 Supplied with Nokia E61 mobile devices for media collection and loading onto the institutional personal learning space (Leeds Blogs provided ELGG).

Performance and Cultural Industries   Jonathan Pitches University of Leeds

Own mobile devices for media collection and other digital capture devices provided by the school with direct implementation into e-PDP

Education   Maggie McPherson   University of Leeds

Own choice of devices for media collection loaded into a personal choice of technology - likely to include Blogs and other non-institutional social networking software.

Dietetics   Jill Taylor   Leeds Metropolitan University

Supplied with Nokia E61 mobile devices for media collection and loading into mobile PebblePad provided by the institution.