

Introducing Open Educational Resources

Open Educational Resources (OERs) are materials that have been publicly released using licences that enable use and reuse by nearly anybody for educational purposes.

There are a growing number of OER repositories, many of which include large quantities of multimedia which will be of interest to many in the community seeking multimedia to use in teaching and learning.

When looking for multimedia content typically many of us only search the most well known resources such as YouTube and Flickr. There is however an untapped wealth of fantastic multimedia within OER spaces.

As an example one can search the Xpert OER tool (www.nottingham.ac.uk/xpert/attribution) and choose to search only content that is

an image, video or sound. All of the results should be material that can be freely used.

Our sister service JISC InfoNet has produced thorough guidance on OERs in their OER Infokit (<http://bit.ly/oerinfokit>). The guide contains the key aspects around OER use and points out the opportunities and barriers. Selected highlights from the OER infokit that you should consider are the topics of Finding OERs and the Legal aspects of OER.

If you hadn't considered searching for OER materials previously I hope this gives you enough of an incentive and we'd love to hear of your successes.

Student Engagement with Lecture Transcription

Staff from the University of the West of England (U.W.E.) have been taking part in a soon to be released JISC Digital Media case study to highlight a research project titled 'Supporting Student Learning through the Use of Speech Recognition Technology'.

The project is based around exploring the teaching and learning benefits of blended learning materials through simplifying technology and workflows for educators. By making the process of creating time-shifted resources easier, practitioners can then concentrate on the teaching; how the materials can benefit their students away from the lecture theatre.

There are two primary research strands the project is researching. The first investigates how students can engage with materials through assisting in the transcription process, and how this can re-enforce learning. The second aim is, through development of software and processes, to refine the technology and workflows involved in creating such materials to be provided as effective tools to educators. Thus the main benefit of the research doesn't lie just within developing the technology but it is focused on making better use of lectures to

enhance the student learning experience.

Dan Buzzo, a Senior Lecturer in Design and the project's lead Academic, is highly enthused and has seen improvements in his own teaching practice through the research he is doing. We at JISC Digital Media often find that for technology enhanced learning to really have a wide impact in institutions it takes the hard work of a pioneer to showcase the benefits, and Dan is certainly leading the field at U.W.E. Dan says "Prior to generating additional learning materials and making them available online I feel my approach to lecture practice was previously incorrect. I was designing perfect, interlinked learning situations; one educational moment linking to another. However, I realised that there is never a perfect student, there is always one that will be ill, be away, or miss a lecture, and I was delivering something that didn't fit [for these students]. Creating engaging blended learning

Welcome

Welcome to the New Year edition of the JISC Digital Media newsletter – Intermedia. Thank you to those who contacted us with article suggestions. This issue covers a broad range of topics from OER to EdMediaShare and Speech Recognition Technology. If you have any comments or would like to contribute to our next edition please do not hesitate to contact me via info@jiscdigitalmedia.ac.uk

Best wishes for the New Year.



➔ Karla Youngs, Director

If you would like JISC Digital Media to attend or present at your event or require any further information please contact Karla Youngs, Director on 0117 331 4380; email info@jiscdigitalmedia.ac.uk or call 0117 331 4447.

materials allowed me to work with an imperfect student cohort and allowed them to engage properly with the course I had designed. This has greatly benefited students who were at-risk of failing due to poor attendance, for whatever reasons, by allowing them to re-engage and to feel included. This ultimately aided student retention as well as providing a better educational experience with a limited budget."

The project is about to be showcased on the JISC Digital Media website so keep your eyes peeled for an imminent video featuring Dan and clips of the automated transcription technology in action. There will be an opportunity for our readers and viewers to feedback their own practices and thoughts and to have access to the workflows and information generated from this project.

➔ <http://uwe-lecture-transcription-and-subtitling.posterous.com/>

let it snow, let it snow, let it snow

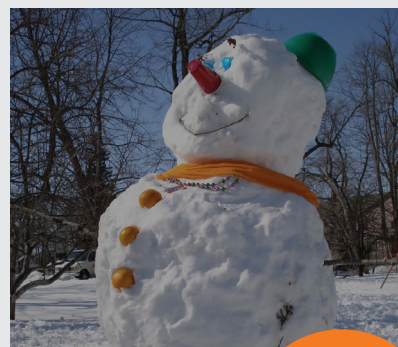
The lightmeters built into today's cameras are quite capable of delivering well exposed images of most types of subject. However there are times when the meter gets it wrong.

In a 'typical' scene containing a range of tones from bright highlights through to dark shadows, the camera averages out the tones in the scene and selects a shutter speed and aperture to produce an acceptable image containing a good tonal range.

When pictures are taken of very light subjects, such as our seasonal snowman picture, or very dark subjects the camera's built in light meter may be confused and produce images with anaemic blacks or insipid whites.

The photographer can avoid this by dialling in an exposure compensation value. To lighten whites the exposure may be increased (+ value) while dark subjects often benefit from underexposure (- values).

Professional photographers often take a number of images of the same subject with slightly different exposure settings and then select the best exposed image. This is known as exposure bracketing.



Training Dates for Your Diary

25 – 26 January 2012

Video Production 1: Lectures and Interviews 2-day course

09 February 2012

Managing Digital Media Collections

14 February 2012

Building Effective Screencasts

12 – 14 March 2012

BTEC Professional Certificate in Digital Imaging: 3 days

22 March 2012

Introduction to Image Metadata

29 May 2012

Colour Management

20 June 2012

Digitising Analogue Video Recordings

The above courses are held at the University of Bristol, 8-10 Berkeley Square, Bristol, BS8 1HH.

Participants from UK Higher or Further Education are charged £150 per delegate for one-day courses, £275 for the two-day Video Production course and £900 (early bird rate) for the three-day BTEC Professional Certificate in Digital Imaging.

Free Online Surgery

Wednesday 18 January 2012

Making better videos: editing and finishing your video

This 60 minute session, starting at 1pm, provides an overview of the post-production phase of the video creation process. In it we will discuss how to take your video footage, audio, slides and any other media you have produced and combine them into a finished work.

For further information and to register please visit: www.jiscdigitalmedia.ac.uk/surgery/

EdMediaShare



JISC Digital Media launched EdMediaShare in October 2011. The proof of concept video sharing web site is being developed to make it easier to find useful online video to support teaching, learning and research.

We believe that providing a method of sharing online video that is actually being used to support teaching, learning and research combined with information on how educators and learners are using these resources will be recognised as valuable by the sector.

With unprecedented amounts of video being uploaded to User-Generated Content sites (according to this official blog, 48hrs every minute on YouTube alone) it's getting much harder to find useful content for teaching, learning and research. Recent research shows that finding good quality, usable content is a major problem for educators, and according to the University of Hull's Burden and Atkinson the "huge mass of vaguely related video that results from a typical search normally involves a large amount of time wasted in sorting the good from the bad.

Anyone can use EdMediaShare to share the online videos they use to support their teaching, learning and research by completing an online form. We require name, contact information and academic discipline information, the URL of the video, information on how the video is used, and its learning design classification. To help make finding useful online video easier, we have adopted Learning Design classifications developed by the JISC-funded Dial-e Framework for the Newsfilm Online collection.

Once a sharing form is submitted, the EdMediaShare team at JISC Digital Media check that the recommended videos can be

embedded on the EdMediaShare site. If there are licensing or other legal reasons why videos cannot be embedded, the team will contact the sharer to let them know that their recommendation has been rejected and advise on what content is acceptable.

Users can search for videos on the site or use the browse function to find videos by learning design, academic discipline and online collection. These videos can be embedded with the user's VLE, or any other online resource.

EdMediaShare curates embedded links to content that are hosted by other providers. It does not currently host media.

In order to be successful EdMediaShare needs to gain a significant level of worthwhile engagement – with users sharing the online videos they use as well as using the site to find content. We hope that three months post launch we will be able to gauge what interest exists in the UK HE/FE sector, and to have gained a community insight into how the service can be developed. Thus in January 2012 we plan to implement appropriate changes to the site.

"Edmediashare is the best way I've come across to share educational media!"

Dr Simon Lancaster, Senior Lecturer in Chemistry at the University of East Anglia

For further information on EdMediaShare please visit:

www.edmediashare.org