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- Project manager Education
  ‘Video in Higher Education of VU University Amsterdam’
- Educational Designer (Student & Educational Affairs)
- Media Psychologist

Expertise:
- Video in Education – stimulating deep learning with multimedia
- Blended learning
- Social Network Learning
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- More information: LinkedIn
Scaling up Case Studies REC:all
“Recording and Augmenting Lectures for Learning”
http://www.rec-all.info

Aiming the
Structural Implementation of Video in Higher Education of VU University

To
Improve the Quality of Teaching and Learning
VIDEO ENRICHED SKELETON CONCEPTMAPPING IN HIGHER EDUCATION TO FOSTER MEANINGFUL DEEP LEARNING
SUBJECT
GIANTS OF SOCIOLOGY

DOCENT: MARJA AARTSENN

STUDENTS
BACHELOR SOCIOLOGY AND CULTURAL ANTHROPOLOGY
• Improvement of student’s understanding of rather abstract theories of the ‘Giants of Sociology’

• Improvement of student’s understanding of the ‘big picture’: relations between the various theories

• To foster deep learning and meaningful learning
VIDEO ENRICHED SKELETON CONCEPTMAPPING – GIANTS OF SOCIOLOGY – INTRODUCED 2012

- Realizing a smooth start through Instruction clips about how to work with Mindjet Mindmanager and sharing maps in Skydrive

- Decreasing procrastination and increase learning. Students worked on two giants’ concepts each week, receiving teacher’s feedback on a weekly basis.

- Stimulating deep learning through collaborative discourse. 80 student’s worked on concept maps, discussing concepts in pairs.
• Realizing a smooth start through Instruction Clips about how to work with Mindjet Mindmanager and Skydrive
• Decreasing procrastination and increasing deep learning
Students worked on two giant’s concepts (sub-frameworks with integrated tasks) each week, receiving teacher’s feedback on a weekly basis
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<tr>
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• Stimulating deep learning through collaborative discourse
  80 student’s worked on conceptmaps, discussing concepts in pairs

  • Moving giants to right position in the Framework
  
  • Providing the giant’s with characterizing Nicknames
  
  • Working on integrated tasks (sub-frameworks) of 2 giants a week
  
  • Daily Examples: finding daily situations pointing to key concepts of each giant’s theory (YouTube Films) and explaining in own words why the video illustrates the theory well
VIDEO ENRICHED SKELETON CONCEPTMAPPING – GIANTS OF SOCIOLOGY – FRAMEWORK
VIDEO ENRICHED SKELETON CONCEPTMAPPING – POSITIONING GIANTS IN FRAMEWORK

- Moving giants to right position in the Framework
  [two axes: micro/ macro – rational/ non-rational]
VIDEO ENRICHED SKELETON CONCEPTMAPPING – POSITIONING GIANTS IN FRAMEWORK

- Moving giants to right position in the Framework
  [two axes: micro/ macro – rational/ non-rational]
Providing the giant’s with characterizing Nicknames (by using callouts)
• Working in pairs on sub-frameworks (with integrated tasks) of 2 giants a week
**Daily Examples**: students have to find daily situations pointing to key concepts of each giant’s theory (YouTube Films) Integrate films with explanation in own words into conceptmap
VIDEO ENRICHED SKELETON CONCEPTMAPPING – INTEGRATING DAILY EXAMPLES IN CONCEPTMAP

Bruggenbouwer in de sociologie, bedenkt de structuratie theorie, verheven tot de adelstand.

Giddens 1930-

Sleutelbegrippen
- Biografie
- Opvallende gebeurtenissen
- Theoretische stroming
- Beïnvloed door denken van...
- Alledaags voorbeeld

Alledaags voorbeeld

Leg aan de hand van een alledaags voorbeeld (film, krantenknipsel) uit welke sleutelbegrippen van de reus herkenbaar zijn, en hoe het verschijnsel verklaard kan worden.

Dit filmpje komt van YouTube, we zien een vrouw die uitlegt hoe je een gesprek kunt beginnen met mensen en hoe je een gesprek moet voeren. Ze legt hiermee ook de regels uit die mensen hebben opgesteld voor sociale interactie, de structuur volgens Giddens. Voor veel mensen gaat het voeren van een gesprek automatisch, dit zit dan in de discursive consciousness. Deze vrouw legt de structuur voor een gesprek juist uit voor mensen die het moeilijk vinden, zij praat er dus wel over.
“The video shows princess Maxima visiting the Moluccan district Marum. As you can see, by the act of the princesses’ visit of the district (= social action), a social structure is created: people are allowed to look and wave at the princess, but they have to take a certain distance. Only a few prior selected people or groups are allowed to talk to the princess and to entertain her with acts. They are acting very polite, especially to please princess Maxima. When the princess is gone, the structure disappears too. There is an overall system, the Royal Family, that is remaining and also respect towards this system is remaining. When the princess is visiting a city or district again, the structure will be there again too.”
VIDEO ENRICHED SKELETON CONCEPTMAPPING – DAILY EXAMPLE THEORY ANTHONY GIDDENS

Prinses Máxima op bezoek in Molukse wijk Marum
Deep learning occurred through collaborative discourse, active processing & applying of knowledge.

Student’s understanding of rather abstract theories improved by applying them using daily examples and translating them into their own words.

Better understanding of the ‘big picture’ by actively creating relations/ connections between the various giant’s theories.

Average Mark was 1 point higher than the year before.
VIDEO ENRICHED SKELETON CONCEPTMAPPING – GIANTS OF SOCIOLOGY – IMPROVEMENTS IN 2014

• More focus on ingredients proven to be stimulating meaningful deep learning:
  • Daily Examples

• Key Concepts

• Relations and connections between the giant’s theories

• Collaborative discourse during class/lecture
• Teacher Marja Aartsen – studio recording using green screen: 3 enriched knowledeclips of Giddens, Habermas, Bourdieu
VIDEO ENRICHED SKELETON CONCEPTMAPPING – GIANTS OF SOCIOLOGY – IMPROVEMENTS IN 2014

- Teacher Marja Aartsen – Enriched knowledeclips Giddens, Explaining abstract key concepts based on a daily example. Integrating clip in Course Design (used before and during class)
- Student’s choice of working individually or in pairs on the conceptmap, but working in pairs is stimulated.

- Every week during class/lecture: Presentation and discussion of giant’s (key) concepts based on daily examples (video’s selected by student).

- One lecture will be based on the teacher’s clips of Giddens, Habermas and Bourdieu: discussing, analyzing, comparing key concepts and relations.
More and more faculties are getting interested in using this method, for example:

- Faculty of Psychology and Education
- Faculty of Law
- Faculty of Humanities
VIDEO ENRICHED SKELETON CONCEPTMAPPING – MORE INFORMATION

- Article with links to video-interview Marja Aartsen
  http://www.rec-all.info/profiles/blogs/video-enriched-skeleton-conceptmapping-in-the-subject-giants-of

- Inspired by Ton Marée,
  University Lecturer / Researcher at
  Eindhoven University of Technology (ESoE)

- Scripted Collaborative Enriched Skeleton Concept Mapping to Foster Meaningful Learning

- Effective self-regulated science learning through multimedia-enriched skeleton concept maps