



EMPOWERING THE LEARNER, LIBERATING THE TEACHER? COLLABORATIVE LECTURES USING OLD AND NEW TECHNOLOGIES

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THE PROJECT CONTEXT



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The limitations of 'traditional' lectures for fostering learning

Students as co-creators of knowledge rather than passive recipients

The participatory architecture of Web 2.0 supports this – how do we better aggregate the social and cultural practices of our students in their own learning?

Exhibition and classrooms without walls



COLLABORATIVE LECTURES

- **Setting students tasks to provide and generate content for entire lectures;**
- **either in the form of definitions of a topic;**
- **examples to support a topic;**
- **or creative production work responding to, or critiquing a topic.**

EXAMPLE 1: FACEBOOK GROUPS, PR AND POLITICS

Students lack experience of and confidence in politics

Tasks encouraged them to evaluate as well as define and find examples

Multi-level governance

- Some people are not happy with the power the EU now has over the UK government. (Sam)
 - Foreign, defence, economic, trade policies
- The net effect (of ML Governance) is that policy-making has been transformed from being state-centred and state-driven activity to become a complex mix of hierarchies, networks and markets (Sam and Theresa)
- Instead of an autocratic style leadership we now have a government that leads, facilitates and collaborates. (Sam)



Daniel Jackson From Holly S

Discuss whether government PR is a legitimate activity.

Against

It is hard to define what a government policy is and what is PR spin in order to gain more votes. For example Smith announced the introduction of 300 new local police officers during interviews with the media. Could this have been done to improve their chances in the local and London mayoral elections.

In the run-up to local and national elections, Whitehall departments are supposed to be in "purdah", avoiding any significant announcements that could be seen as benefiting the governing party.

Sourced from: <http://www.guardian.co.uk/politics/2008/apr/16/conservatives.terrorism>

The tactics used by some politician may be seen as illegitimate because they detract from the political issues that are important. Perhaps this adds to why people know very little about politics, because politicians are succumbing to the more gossip lead pr tactics. For example Cameron releasing a biography in GQ magazine and Clegg being interviewed by Piers Morgan for the same magazine about sex.

Sourced from: <http://www.guardian.co.uk/politics/2008/apr/07/media.marketingandpr>

FOR

Although the methods used in government pr may not be legitimate it could be argued that politicians are forced to use the tactics they do by the media. For example it is thought that Gordon Brown has not been as quick to jump on the obvious PR band wagon like Cameron, but perhaps this is why there is increasing amounts of negative coverage of Labour and Brown in the press, to force him to give them the scoops and inside information.

Sourced from: <http://www.guardian.co.uk/politics/2008/apr/07/media.marketingandpr>

EXAMPLE 2: BLOGS, EMAIL AND MEDIA PRODUCTION STUDENTS

Responding to Benjamin's 'Art in the age of Mechanical Reproduction'



EXAMPLE 2: BLOGS, EMAIL AND MEDIA PRODUCTION STUDENTS

Image 3.



- “The [DCSF] would not be impressed with this as they would feel that it doesn't benefit the education or welfare of children” (Jon).
- “...this image is showing Sophie Dahl in a clear sexual pose, which suggests that sex outside of marriage is acceptable” (Alice).
- “*Tolerance* would advise parents how to react to this advert and what to do if their children ask about it” (Miriam).
- “It could be argued by the *Creation Science Movement* that the female form is sacred and was not intended to be shown in public so frivolously” (Mike D).



EXAMPLE 3: IN-CLASS, ENG LIT, ADAPTATION STUDIES

“Within stood a tall old man, clean shaven save for a long white moustache, and clad in black from head to foot, without a single speck of colour about him anywhere. He held an antique silver lamp, in which the flame burned without chimney or globe of any kind, throwing long quivering shadows as it flickered in the draft of the open drawer.”



DRACULA



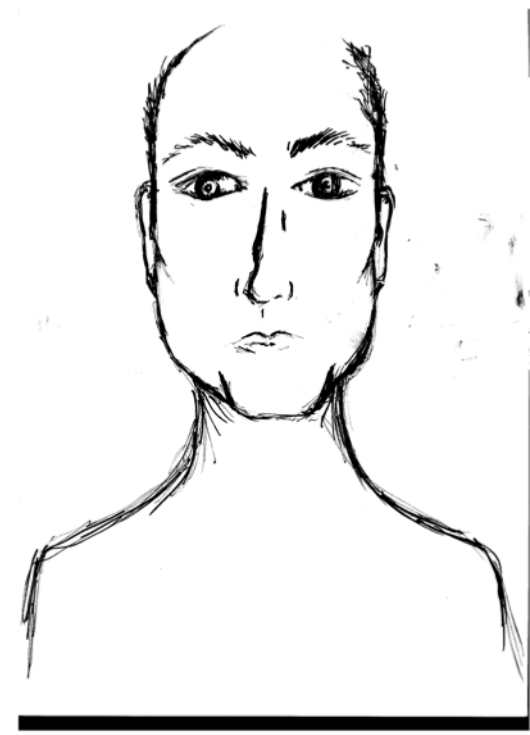
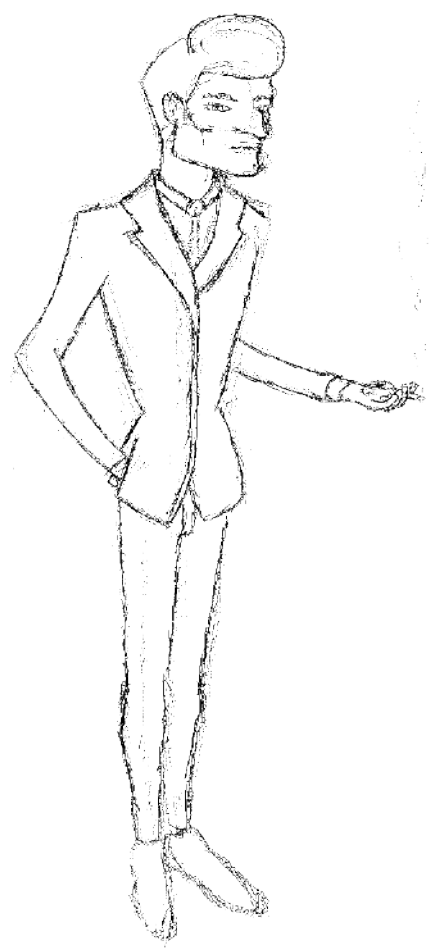
GUESS WHO???

“In height he was rather over six feet, and so excessively lean that he seemed to be considerably taller. His eyes were sharp and piercing, save during those intervals of torpor to which I have alluded; and his thin, hawk-like nose gave his whole expression an air of alertness and decision. His chin, too, had the prominence and squareness which mark the man of determination.”



SHERLOCK

Alex U.S





EVALUATING THE PROJECTS

With all of them – took time to gain momentum, especially when unassessed

The lectures become far more dynamic and interactive

When student participation voluntary, the majority of work was done by a minority of students

Most successful student engagement came with creative and playful tasks

Whilst new media has been stimulus for more collaborative approaches, it is not necessary for it and not always the best





EVALUATING THE PROJECTS

Confidence is still an issue for many students

Assessment is a thorny issue

Many students did not want to be empowered



EMPOWERING THE LEARNER? LIBERATING THE TEACHER?

- **Collaborative learning methods appear to benefit the learning of some students**
- **Encouraging independent learners can require a great deal of tutor support**
- **The difficulty of altering individual courses while institutional environments, norms and power relations stay the same (see Crook and Barrowcliff, 2001; Ellis and Calvo 2006)**



