How Video Allows the Virtual to Structure the Real

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Abstract: In this session we present a video project that is designed to prepare online multimedia content while bringing structure to the F2F courses in which the video was taped. The project was initiated in 2008 to help adult learners deal with the sometimes very technical content they have to master as part of their diploma requirement. The process of taping parts of what happens in class provided them with a tool to structure the F2F learning process by highlighting particularly important content while at the same time making it available for revision during the distance part of the course. Both the teacher and the students can ask for a specific element (part of a lecture, or demonstration, or discussion, …) to be taped. This intervention in the F2F classroom helps to focus on the really important and useful elements as perceived by students and teachers and tremendously increases the value of the online material. The session presents the different aspects of the process: from the original design over the technical setup (and challenges) to the selection of content and the effect on the learning outcomes.

The context

CVO Antwerpen-Zuid is a center for adult learners situated in Antwerp (Belgium). The school offers both F2F and blended formal learning at the level of second chance to learn and at the level of professional higher education. Many of our adult learners find it hard to get back to the classroom and even harder to work their way through the sometimes difficult and extended content. The project presented in the poster was designed to prepare online multimedia content while bringing structure to the F2F courses in which the video was taped. The project was initiated in 2008 to help adult learners deal with the sometimes very technical content they have to master in this advanced course on setting up computer networks and configuring servers. The process of taping parts of what happens in class provided them with a tool to structure the F2F learning process by highlighting particularly important content while at the same time making it available for revision during the distance part of the course.