SOFTWARE

THE DEVELOPMENT OF SELF-ORGANISED LEARNERS:
THE C.S.H.L LEARNING TECHNOLOGY
AND METHODOLOGY FOR
REFLECTING ON BEHAVIOUR & EXPERIENCE

VIDEO TALKBACK

TALK BACK THROUGH LEARNING BEHAVIOUR

VIDEO TALKBACK

Comprising:- **IDENTIFYING EVENTS; CATEGORISING EVENTS; CLASSIFYING THE EVENTS; THE TALK BACK PROCEDURE**

BACKGROUND

The Centre for the Study of Human Learning reflective learning technology is based on the process of reflecting on both behaviour and experience. the 'Reading for Learning' suite illustrates this by using the read record to record reading behaviour and the flow diagram to represent the personal meaning attributed to a text. The reconstruction of the reading process uses both of these to help users in their reconstruction.

In other areas of learning the repertory grid and the structures of meaning packages have been developed to aid the users reflections upon their learning experiences. the video recorder is a powerful technique for recording all kinds of active learning behaviour. A video tape (or an audio tape) can be used to help the user to re-construct the process of learning; but merely watching oneself on tape is not sufficient for this reconstruction. Some method of assigning meaning to the events on the tape must be devised. the 'Video Talkback' technique uses an additional hardware card and associated software guide the user into a personal analysis of a video tape.

DESCRIPTION

The Video-control card and its associated software allow the user to divide the video-tape up into a series of events. By indicating the breakpoints between events the user guides the computer in sectioning the video-tape into a numbered sequence of events. These are then each separately accessibly to the computer which operates the fast forward, fast rewind and play controls of the video-recorder.

The user having divided the tape up into a series of events is stepped through the events and asked to categorise them. Items similarly categorised can then be compared and/or contrasted with events differently categorised.

By guiding the user through a perceptual awareness-raising exercise the computer encourages users to invent and use category systems precisely suited to their purposes.

Having trained the user to differentiate and appreciate significant events; the computer talks users back through their video recordings encouraging them to re-construct the process of learning from the behavioural record on screen.

THE OUTLINE DESIGN

Identifying Events

The computer controls the video-recorder displaying the recording on the screen. The user uses the keyboard to indicate the points where one 'event' ends and the next begins. Tentative breakpoints can be refined by using the slow motion facility. The process of dividing up the tape is quickened by making use of the rapid viewing facility. Eventually the user sections the tape in 20~40 'events'.

Categorising Events

The user can call events by number and review them in quick-time, slow motions or in real time. Judicious viewing of selected events allows users to create series of categories which fit the events and suit their purposes. By grouping similarly categorised events together the computer encourages the user to refine their classifications. Gradually a hierarchically organised category system emerges.

Classifying the Events

Having stabilised the category system each event is assigned to a category. the category system may be revised to suit the events, the beginning and end points defining the event may be revised and the assigning of events to categories may be changed.

The Talk-Back procedure

the computer displays the position of each event in the category system in sequence. The events may be inspected either as typical skills or completely. The user is encouraged to reconstruct the sequential experiential process of the processes represented on the video-tape

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