

# WORKING WITH DIGITAL MEDIA

## SCENARIO 3



Original materials created on behalf of the Education and Training Foundation and funded by the Department for education

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### Refers to Modules:

Creating and editing documents

Creating and editing digital media

### Relates to Standards:

Creating and editing documents

Creating and editing digital media





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**The acquiring, transmission and demonstration of learning has always been supporting but the five types of media: text, graphic, image, sound and vision.**

Over the last ten years the ability to create, edit and mix these media together has become progressively easier and faster to the extent that the blending of them has become common place in all aspects of interaction and presenting through technology.

Getting the combination to best effect requires thought.

Whilst the scenario **Communicating and Sharing online** discusses the merits of communication and sharing, this scenario concentrates on the tools used and how to use and combine media through technology for the best effect in the circumstances.

Each of the media can be used independently or in combinations.

The properties of each needs to be understood to get the best effect. Using different media without thought can lead to messy and incoherent. Using media to best effect is an important teaching, learning skill and important to master as preparation for life and work.



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## Learning activity:

Introduce the five types of media and their relative values. Use the file [Five ways of evidencing ideas and activity through technology](#) to describe them.

The scenarios will go on to develop the relative values of different combinations.

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## Types of media

### Text

Perhaps the easiest of the media to use. Text is the main way of explaining and presenting an argument. Text is easily editable, including copy and paste. It can also be used in short form to describe or reference other content.

Text delivers facts, figures and arguments. Text is easily managed in relatively small files for storage and transmission.

Learners use text to make notes, share ideas, present written work, add captions, complete records of learning.

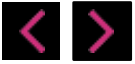
Teachers make notes to share, provide feedback, complete handouts, complete records.



### TEACHING TIP

**Writing is still a good means to support teaching and learning. It isn't replaced but supplemented.**

- Consider using Google translate to help learners translate your written notes.
- Use speech to text to dictate notes to simplify and speed up your writing.



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### Graphics

Graphic are made (synthesised) with the intention of emphasising or summarising an argument.

They add a degree of colour and visual engagement to a page and are summary in nature.

Learners use graphics as a form of notetaking, to summarise learning, create charts from data, use graphics created by others to evidence learning and conclusions.

Teachers additionally use graphics to supplement their teaching, providing summaries, evidence and sources for learners.



### TEACHING TIP

**Find a graphic or series of graphics and use them as an aide to help learners grasp a concept.**

**Publish them as a series of slides with narrative over for review by learners and those that were absent.**



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### Charts

Charts are graphics created to summarise patterns, trends and conclusions drawn from data. They are the graphical representation of data in a spreadsheet. They share the role of other general graphics.

Charts provide summary evidence to support a conclusion or illustration of an idea or view. They have an added benefit of suggesting trends.

Learners use them as evidence in learning and teachers use them as a means of evidencing trends, and summary learning points.



### TEACHING TIP

**Open a spreadsheet and chart on the same page and demonstrate how the chart changes as data are altered as part of teaching functional maths.**

**Invite learners to guess how charts may change as data is altered in the table.**



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### Images

Images are pictures taken from reality. They can be edited but if the 'reality' of the picture is compromised they become graphics. Images draw their value from being 'real'.

They are used as evidence to support, illustrate, confirm, or give an example of an argument made (normally by audio or text). Sometimes they are used to 'catch the eye' of the audience.

A learner might use images to show their finished work or the stages to completion. Text might be added as a title or to give a context.

Teachers use them to illustrate a point or give an example of a finished item. Images can help set the context of learning or provide links form ideas to people and places.





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### Sound files

Sound files includes recorded voices and sounds. Voices gives a sense of authenticity to what is said (as opposed to what is read). It allows further development of a point or argument, but also introduce a topic where hearing it explained is preferred to reading copy.

Sound can also be capturing accomplishment or justifying or developing a point of learning.

Using sound allows improved assessment of the author's clarity and argument, adding to a judgement of its validity.

Sound files are useful 'after the event' to discuss, justify, explain or develop a point. They can also add an explanation to work being viewed.

A learner can record a conversation with a tutor and respond to their leading questions as part of presenting an assignment or learning.



### TEACHING TIP

**Invite learners to use a text reader such as Natural reader, (using the English voice setting).**

<https://www.naturalreaders.com/online>

**It is useful for learners who prefer to listen to text. They can record and replay.**



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### Vision – Live and recorded media

Seeing a person or event allows better judgement still from the sound file. It can add body language to a conversation along with an explanation of an event, creation or activity taking place the provides justification, content and explanation. Two-way vision allows for clarification and critical testing of what is being said.

Live media gives greater opportunity to question and check for understanding and seeking clarification. Recorded messages can be replayed, and questioning can be made available after the event.

Learns can record activity that evidences learning, skills, abilities and knowledge as they complete a task, follow stages or show accomplished outcomes of work.



### TEACHING TIP

**Produce a video selfie to be used prior to the class starting, introducing yourself and explaining the main elements of the course that is coming up. Provide contact details.**

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## Designing media combinations

### Combinations of media in teaching

Prior to the development of e-learning, teachers and learners were mainly restricted to paper-based activity that involved writing, drawing and creation of artefacts.

Improvements in technology means that all these media are now within the reach of users who need not have specialist skills, equipment to create them.





### Learning activity:

#### Keywords

Use the following media when used by teachers with learners to discuss the particular value of each of the following media in helping learning.

- **Text** – Explaining
- **Graphic** – Summarising
- **Image** – Illustrating
- **Sound** – Developing a learning point
- **Video** – Enquiry into a learning point

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## Combinations of media in demonstrating learning

Teachers can now design the use of multimedia approaches to help learners who, in turn can support their own learning.

They can show, explain, tell, publish, and debate their work. With digital media, this is not limited to doing all this in a closed space with teachers but can also involve outside experts, prospective employers and (for those seeking self-employment) prospective customers. It follows that combining the five types thoughtfully is a design management task and getting the combination right can add significantly to the weight and value given to it.

### TEACHING TIP

Use the file [Five ways of improving presentation of achievements](#) as a means of considering new ways to encourage learners to explore media in learning.

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## Considering combinations

**Combining media does not create the opportunities by themselves.**

It remains a matter of good design from both teachers and learners to use media to best effect for the learning and accomplishments they want to create and the purpose and audiences for whom they are designed.





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## Learning activity:

Consider how you might use combinations of media to freshen your teaching by considering the ten suggestions in the [Combination learning exercise](#) file.

Think about introducing any of these activities into teaching.





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## Social media tools

Many apps now exist to support the sharing of multimedia and combined content, and teachers have been finding ways of use these tools to support learning.

Learners have been finding ways of publishing that learning.



### TEACHING TIP

Explore with learners the different tools that can be used to support text, images, graphics, sound, image and video content.

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## Accomplishments

**The careful combining of different media in new and interesting ways should lead to more engaging learning. It moves activity beyond the confines of an exchange of text between teachers and learners as a record of activity and certified competence.**

Where examination boards allow it, using media imaginatively moves learning on to a more personalised and rounded approach to learning that showcases accomplishments.

Consider how you may be able to use one or more combinations to improve approaches to teaching and allowing learners greater opportunity to express their learning accomplishments.





## Summary

Careful combinations and uses of media can provide new ways to help learners grasp contexts and ideas and demonstrate their understanding and new skills and abilities.

Good teaching design is learnt through personal experience and learning from the experiences of other teachers.

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## Extension activity

Ask learners to think about ways they may use technology outside of learning in their personal and working lives, the skills of which can be adapted in using media in similar ways in learning.

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## Further resources

Padlet provide a wall posting facility for users to post and read the posts of others.

<https://padlet.com>

Natural reader provides a text to speech with an option in English narrative.

<https://www.naturalreaders.com/>

Google provide an online translation service. There is also a mobile app. Version available for use off smartphones and tablets.

<https://translate.google.com>

QRstuff is one of many examples of a QR code writer. Most smartphone cameras will read a QWR code with a specialist app.

<https://www.qrstuff.com/scan>

Google hangouts is an example of an online meeting space. Most learning environments have a virtual meeting room available.

<https://hangouts.google.com>

The map of the London Cholera outbreak by Dr. John Snow.

<https://wellcomecollection.org/works/qz7dkp3r/items?canvas=1>



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## Appendices

Select the links to open the PDFs for the appendices.

[Appendix 1 – Five ways of evidencing ideas and activity through technology](#)

[Appendix 2 – Five ways of improving presentation of achievements](#)

[Appendix 3 – Combination learning exercise](#)



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