



# Curriculum Design Pattern

Global Learning by Design

**Name of Pattern**

**Video annotation**

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**Author/s**

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**Abstract**

This pattern documents a process used in the Juris Doctor program to incorporate a video annotation tool into the delivery of curriculum involving simulations and role plays. Video annotation provides the opportunity for students to engage with video material in an active rather than passive mode, and can heighten collaborative group discussion and student reflection. The videos can be developed by the student, industry or by the teacher/s of a course, and both academics and industry representatives can be involved in providing feedback on the annotations, thus enhancing the practical value of the experience.

Although the planning and production of the videos and the administration of the delivery involves a degree of complexity and time commitment, using video annotation as a feedback tool results in increased student engagement and optimises student learning.

## Rationale

The Juris Doctor program involves the development of core legal skills, such as advocacy. As part of their preparation for a moot role-play, students view a number of videos demonstrating both desirable and undesirable behaviour. This project was initiated to:

- Provide and support authentic learning via simulation activities
- Encourage a collaborative approach to feedback between student and academics via Media Lab - an online video annotation tool developed at RMIT
- Facilitate industry engagement, to provide valuable feedback to students
- To assist students when reflecting on their work and the experiences gained.

## Learners/Context

This pattern can be used in a variety of disciplines where simulations are incorporated into the curriculum, or as preparation for role-play activities. The annotation can be made on either student, industry or teacher developed videos.

Students have greater accessibility and flexibility to develop videos on a range of devices including mobile phones and tablets. These videos can be created at minimal cost, although video quality on these devices would need to be taken in to account.

## Related patterns

Blended Learning

## Category

Video, Annotation, Online Learning.

## Outcome/impact

Video annotation enhances student learning by providing the opportunity for reflection and group dialogue regarding visual, digital representations. Annotation can help students master employment skills and promote critical reflection. The development of Media Lab software provides an easy to use annotation tool that allows students to annotate in groups and provides the opportunity for the teacher and industry representative to give feedback. This offers students with active rather than passive learning via video.

## Alignment

This learning design has been implemented in law courses such as Civil Procedure to engage students with online videos and help prepare them for a moot role-play, which is part of the course assessment. Students' reflections about their experience when annotating in groups is also captured and then assessed via a reflective report.

## Challenges

Successful implementation of this pattern requires careful consideration of the following challenges:

- There are costs associated when developing videos either by students or the teacher; however use of mobile devices with video capability can limit the cost.
- Students need to be given timelines to complete the group work, video annotations and reflections; as the learning design requires a considerable time commitment.
- Support resources need to be provided to both academics and students.
- The design generally should include assessment to motivate students to complete the tasks to a standard that will enhance learning and provide adequate preparation for the simulation activity.

## Instructions/process

- Articulate narrative of rationale for annotating video
- Ensure learning outcomes and assessment of annotation of video are constructively aligned
- Develop/choose video for annotation (either student, industry or teacher developed)
- Set timelines for steps in annotation and group work
- Brief students on purpose of annotating video and the Media Lab technology
- Set up or engage students with establishing markers for annotation
- Set up groups for collaborating video
- Review annotation and give feedback
- Students complete reflective report to be assessed.

## Pedagogy Alignment

- Articulate narrative of purpose for annotating video
- Ensure learning outcomes and assessment of annotation of video are constructively aligned

## Setting the foundations

- Develop/choose video for annotation (either student, industry or teacher developed)
- Set timelines for steps in annotation and group work  
Brief students on purpose of annotating video and the SIMPLE technology

## Annotation and Collaboration

- Establish or engage students with setting up markers for annotation
- Set up groups for collaborating video
- Review annotation and give feedback

## Reflection

- Students complete reflective report that is assessed



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## Conditions

Media Lab technology is used to enable annotation of video. Support materials on its operation will need to be available for students.

## Resources

- Using Media Lab—for teachers (A user guide embedded in technology application)
- Using Media Lab—for students (A user guide embedded in technology application)

## Reflection

The effectiveness of the pattern will be evaluated by:

- qualitative feedback from students via CES data
- qualitative feedback from the staff and industry involved with the pattern

## Acknowledgements

The project team comprised:

- Dr Kathy Douglas, *Graduate School of Business and Law*
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## References

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