

Distance Learning

Introduction to video conferencing for cultural education

Introduction

Stuart D. Berry

Freelance museums and heritage consultant, DLNET Committee member. Former education officer at National Coal Mining Museum for England.

Andrew Lickley

Independent collaborative technologies consultant, Manager Yorkshire Video Conferencing, STEM ambassador. Former regional eLearning manager for Yorkshire & Humber Grid for Learning.

Today:

- What is video conferencing?
- Why use video conferencing?
- What are others doing?
- What technology or equipment do we need?
- What kind of content works well?
- Q&A



What is video conferencing?

- The use of two way video and audio technology to reach a remote audience.
- Has opportunities to present digital media e.g. PowerPoint, images or videos



Video conferencing at the NCM



For full video: <https://youtu.be/dtUajVKNJAM>

Edited version <https://yorkshirevc.co.uk/ncm/>

Why video conferencing?

Cultural Organisation

- Staff time compared to traditional outreach
- Reach a wider geographical audience

School

- Timetable constraints
- Cost of transport & admissions
- Adds variety to classroom lessons; 'Using ICT'
- A medium the digital native is conformable with
- Admin time and H&S requirements compared with traditional visits



What are others doing?

- <https://community.jisc.ac.uk/groups/vc-content-provider-catalogue>
- <https://yorkshirevc.co.uk/support-info/441-2/>



The British Museum



A The National Archives



What equipment do we need?

- Computer
- Webcam
- Microphone
- Speakers
- Interactive Whiteboard or Smartboard
- Broadband connection
- Specialist video conferencing equipment is also available...



What technology is available to use?

- Skype
- Google Hangouts
- Facetime
- Microsoft Lync / skype for business
- V-scene Desktop
- Adobe Connect
- Webex
- H323 videoconferencing
- Vldio



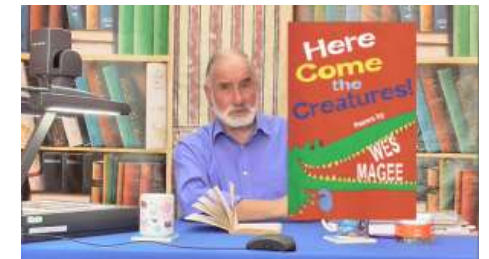
What kind of content works well?

- Lecture or presentation
- Storytelling or living history
- Meet the expert (curator, scientist, specialist, historical/fictional character)
- Show & tell
- Investigation, mock trial, inquest
- Reminiscence
- Q&A



What format do video conferences take?

- About 30-45 minutes long (can depend on audience)
- Introduction
- Interactive content
- Use objects and ephemera
- Relate to the site, collections, heritage
- Opportunity for Q&A
- Plenary
- Be flexible



What are the constraints?

- Some time-lag (makes quick-fire interactions tricky)
- Audience can't physically interact with presenters or objects
- Can be difficult to identify or nominate specific students for activities
- Audience don't have any broader context provided by being on-site
- Technical support is available for provider and receiver



Your Turn - How can we devise our own content?

- Audience
- Theme or subject area
- Objectives or learning outcomes
- Structure of session
- Content of session
- What resources, activities or characters do you already have, which could be adapted?
- Will it support pre-visit, post-visit or stand-alone?
- What additional resources will be required (downloadable worksheets, photo-packs, loans boxes, etc.)



Any
Questions?

Stuart Berry

stuart@stuartdberry.co.uk

www.twitter.com/stuartdberry

<https://uk.linkedin.com/in/stuartdberry>

Andrew Lickley

andrew@andrewlickley.co.uk

www.twitter.com/andrewlickley

<https://uk.linkedin.com/in/andrew-lickley-79b99b12>

www.yorkshirevc.co.uk

#DLNETChat

The Digital Learning Network hosts a monthly interactive discussion about aspects of digital learning and digital engagement on Twitter, using the hashtag **#DLNETChat**.

They are held on the first Friday of the month, from 12.00pm until 2.00pm.

The next one is on **Friday 4 December, at 12.00pm**, looking at websites.