

D5.05 Intake Case study Cinematic City VU University Amsterdam (VUA), February 2013

Name institution	VU University
Contact:	Sylvia Moes (Rec:all), Ivo Blom (professor)
Email:	s.moes@vu.nl
Name Pilot:	Cinematic City Amsterdam
Start date Pilot:	April 2013
End date Pilot:	June 2013
Number of participating students	14 master students on film history
Faculty, programme or department	Faculty of Arts VUA

Type and duration lecture capture/ video - Lecture capture - Instruction video - Video/ lecture capture in interaction - Knowledge clips - Other...	<p>Instruction clips (integrated in a virtual collaboration environment VCE) to provide to provide visual instruction of:</p> <ul style="list-style-type: none"> - how students have to use Geoplaza - how they can add material to Google Maps - how they can bring their findings (by Google maps and Geoplaza) in the presentations they have to give at the end of the course. <p>Film fragments on the iPad to compare this material with real live situation in the city of Amsterdam</p> <p>Kogeto cameras to record and reflect on off line discussions in groups.</p> <p>Assignments enriched with sequences of movies plus student generated content on the hot spots in Amsterdam (to underpin their analyses)</p> <p><i>Geoplaza and Google Maps are used to optimize learning in the field (see integration video/lecture)</i></p>
Overall/ general goals and expected effects of using video/ lecture capture (Expectations of outcomes and/or kind of problems you want to solve)	<ol style="list-style-type: none"> 1. Better prepared students on the level of skills (Geoplaza and Google maps, integration of this in their presentations) 2. Students have to proof their skills on scientific discussions 3. Higher quality of interaction during field trips in Amsterdam 4. Improving the quality of the course due to the combination of software and (en)rich(ed) materials, maps, filmfragments, blogs, use of open resources in archives 5. Increasing student's satisfaction of course and getting more positive evaluations of course and teacher (teaching qualities).
Learning goals course/ training/ seminar	<ul style="list-style-type: none"> - The student is able to show their skills on research methods in the field - The students have the skills to: <ul style="list-style-type: none"> o Compare the space and location in the film with the realistic situation o Make analysis of editing processes o Use of open secundaire resources o Relationship with literature and sequences of films - The students have the skills to work with Geoplaza and Google maps

	<ul style="list-style-type: none"> - Students have the skills to contextualized this information in time and space.
Integration video/ lecture capture in course (Function of video usage in reaching this goals a) general goals b) learning goals)	<ol style="list-style-type: none"> 1. Film clips can be re-viewed in the city, and must be combined with geo-information (Geoplaza) to see the growth of the city, and the re-use of open resources in databases, to raise the quality of contextualizing information in time and space. Besides this a relation between politically circumstances and choices the editor have been made, etc must be explained in the assignments. 2. The integration of this kind of content via iPads helps students also in the field on "Just-in time information" 3. Sequences of films are combined with assignments, marked by hotspots in Geoplaza on the route they have to walk/follow. 4. A Vistory app is used to compare old film material and the real live situation 5. Instruction clips are used by the students before and during their visit in Rome. Before to develop their skills with Geoplaza. During the visit to visualize their findings by Google maps, and to create their presentation. 6. During off line discussions we use the Kogeto camera, to record these discussions in 360 degrees <p>To reach this, we will integrate the film fragments enriched with tasks into:</p> <ol style="list-style-type: none"> 1. Geoplaza: this is a virtual map to provide students to compare different periods in Amsterdam, these different periods in time are visualized by layers. Students can see the differences of Geopgraphic situation over the different periods. This helps them to analyze the film material. 2. Google Maps: Students have to visualize their findings by the creation and integration of photo's (created on the locations of their findings) in this environment. 3. iPads: Students will use iPads in Amsterdam to use geoplaza and watch the knowledge clips and film fragments, but also the comparisation of film material with real live situation via the Vistory App.
What and how do you want to measure the (learning) effects? Type and timing baseline measurement. Is there some data already available?	<ul style="list-style-type: none"> - Students show a better research skills - Increased quality of contextualizatiions and assignments at the end of the course - More positive student evaluations of this master course
What kind of technology is needed?	Camera and microphone (to record instruction clips), Geoplaza (updated with a GPS component), Google maps, film material, databases to enrich assignments, video editing software. iPads (for this case study, but in other studies another tablad computer could also be used), Kogeto camera's and Vistory App (only for uses in Amsterdam), Blog environment for students reflections.
Organizational aspects	Recording without an audience, in a studio setting for recording the instruction clips.
If case study is successful how can we scale it up?	<p>By further development of Geoplaza for use in other fields.</p> <p>By further development of the tool so teachers can log in and enrich their lecture captures/knowledge and instruction clips with other learning objects and manage this by themselves (activate or de-activate the enriched materials in the VLE).</p> <p>Train the trainers to disseminate the use of video in location based learning/fieldwork. Develop their skills in the use of Geoplaza, Google maps</p>

	and enrichment of weblectures (when and how).
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Short summary and description of the lecture and of usage/ integration of lecture capture/ video

In this course students analyze film material, do research on the locations where these movies have been recorded and contextualize this information in time and space. They will work with software of Geoplaza and Google maps plus Vistory App and Kogeto cameras. It's for a big part the same structure as the case study Rome, but we would like to see if this format could also work for master students in film history, and develop it some more with the integration of the Vistory App and Kogeto cameras. This last one is important because students have to proof their skills in scientific discussions.

D5.01 Evaluation Case study Rome VU University Amsterdam (VUA), July 7 2013

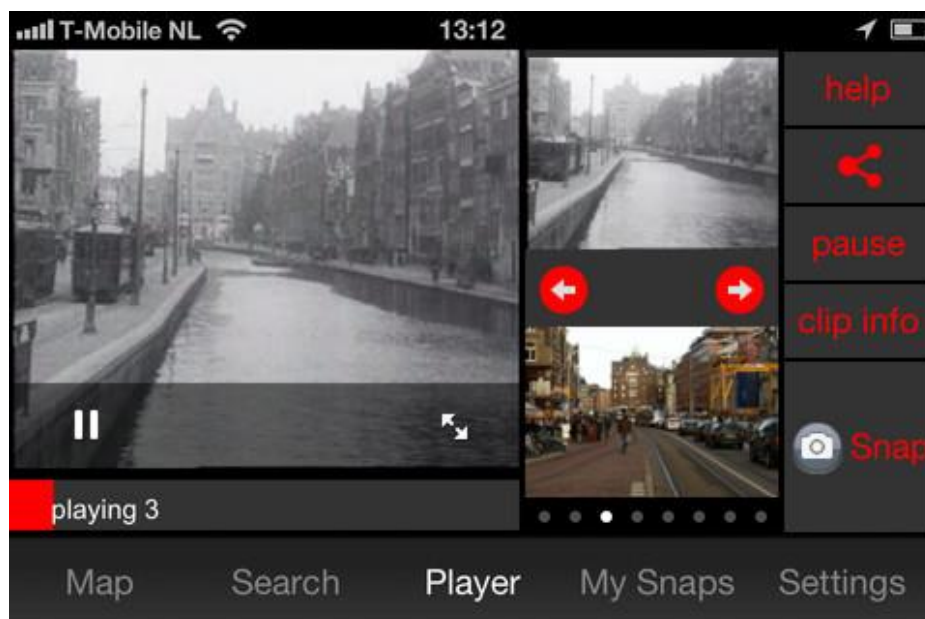
Background information

Based on the case study of Rome, which was to intensify learning in the field for 3rd year Bachelor students, we want to explore if this concept had also positive impact for Master students, in the field of History on Film.

So we created another pilot with the name: “Cinematic City” together with dr. Ivo Blom, Faculty of Arts, VUA. Besides the use of film fragments, iPads, Geoplaza and Google Maps, we have added the integration of Kogeto Camera's to record group discussions, and a Vistory App, to help students in comparing old and new situations plus valuable information on hot spots where movies and/or documentaries has been shot (see pictures below).



Kogeto camera to record 360 degree films



Bottlenecks and challenges

Regarding the offline group discussions:

The teacher can only get some glimpse of offline group discussions, because he had 14 students in class, so minimal 3 teams are discussing topics based on literature of their study. The teacher said that he had an idea of the quality of these discussions, but that it is not possible to give feedback to his Master students.

We give the teacher advice to use Kogeto camera to record these offline group discussions, because with that tool, it's easy to film these discussions in 360 degrees. Because the tool is clickable on an iPhone, we could guaranty that the quality of audio would be good, so we are sure that the teacher can follow this discussions very well. So the teacher integrated this tool in his lesson plan, and started with recording of the discussions in practicum. He can use the recordings as well to let them reflect on their scientifically skills as well.

The learning goals for this study trip are set on:

- familiarity with the research methods, based on these 3 theories:
 - Insiders/outsideers
 - Cinema and architecture
 - The film in history
- students developed the skills to:
 - Compare the space and location in the film with the realistic situation
 - Make analysis of editing processes
 - Learned how to use secondary resources and literature in a cross medial environment
 - Reflect on their skills in group discussions on how to expose their vision and argue on statements
- At the end of the course students have proven their scientific skills to contextualize and enrich information in time and space.

Method/set up for a case study in REC:all

Because Ivo give this course before, and had experience on intensifying field work, via the integration of different types of video, he did bring the following 2 elements he wants to improve:

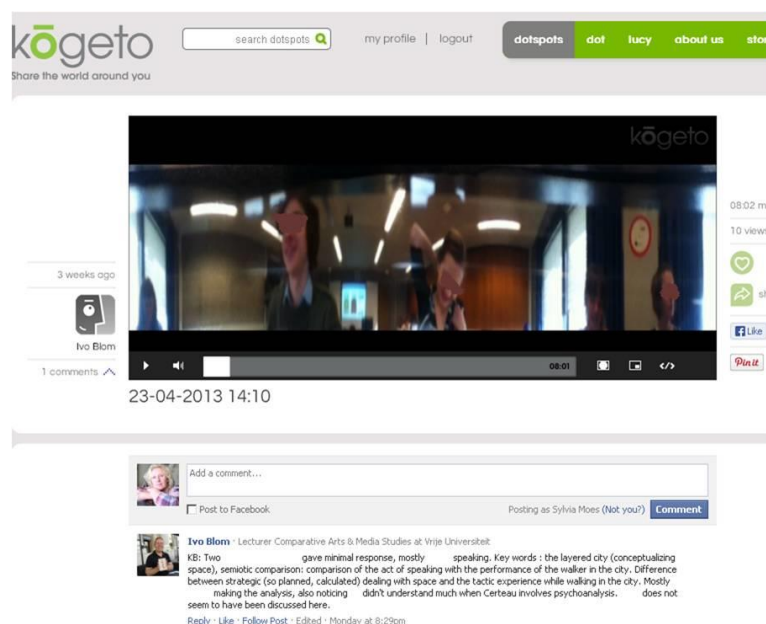
- Compare film fragments with realistic situation by film fragments on iPads correlated with GIS data via Geoplaza and the Vistory app, and re-use of open resources in repositories like <http://stadsarchief.amsterdam.nl/>, www.openbeelden.nl , etc. So students can better make analysis on processes, choices of the art director, and in genres in films
- Develop scientific skills to present their findings in assignments

How?

Students follow classic lectures during several weeks. Ivo Blom will discuss and analyze film material with his master students during these live lectures.

In the midterm of the course he will organize a practicum to let students debate in groups on literature. The Kogeto camera will be used the record these discussions (see screenshot below of recording, plus feedback).

- By recording these group discussions 360°, Ivo could later on follow this in more detail. In the background environment of Kogeto he has the possibility to make annotations to the film material. Added value arise when he enrich these annotations with time codes, so the points of interest in the clips, to go back to in the next lecture and/or during the moment of feedback. This method will help him when he wants to show examples to his students of "strong and weak points" in the discussions.
- Students can use their recordings to reflect on them self on how they participate in discussions, focus on the process, as well to learn how to improve their skills regarding debates, or to make stronger arguments.



A recorded clip via Kogeto, including feedback of dr. Ivo Blom

To compare film fragments with realistic situation in the city of Amsterdam, film fragments were made available on iPads correlated with GIS data, *marked* by hotspots Geoplaza, to support the development of scientifically skills like *analyzing, argumentation and contextualizing of film material and literature*.

In the screenshot below, you will see students viewing and discuss film material on choices which have been made during the editing processes of the film.

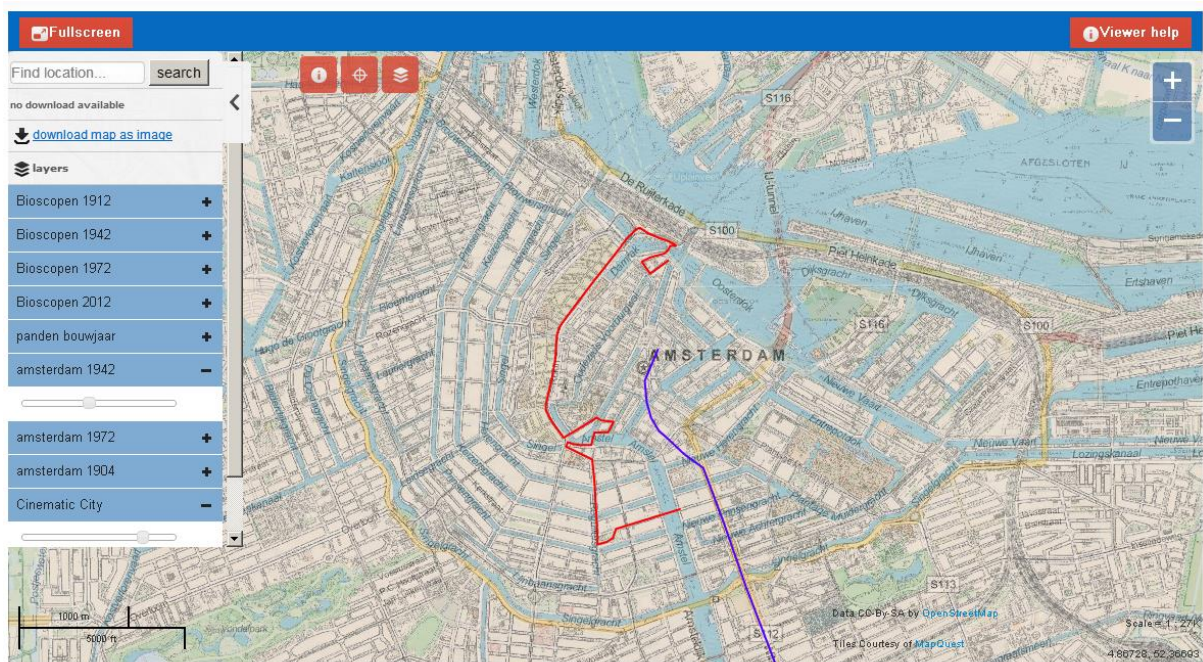


Ivo Blom with his master students in the city centre of Amsterdam, discussing fragments of the film "Ciske de Rat"

Besides the discussions on film fragments, students also have to give presentations on locations on the findings they have made during their process of analyzing material. The screenshot below showed a student is giving a presentation on findings on one of the hotspot in Amsterdam. See did not only have to show film fragments, but also have to make correlation between literature, and students have to underpin their analyses with open resources from different archives (these belong to the higher order learning goals, regarding the framework of Bloom and publication on Scientific Teaching of Sealfon, C.D.,2012).



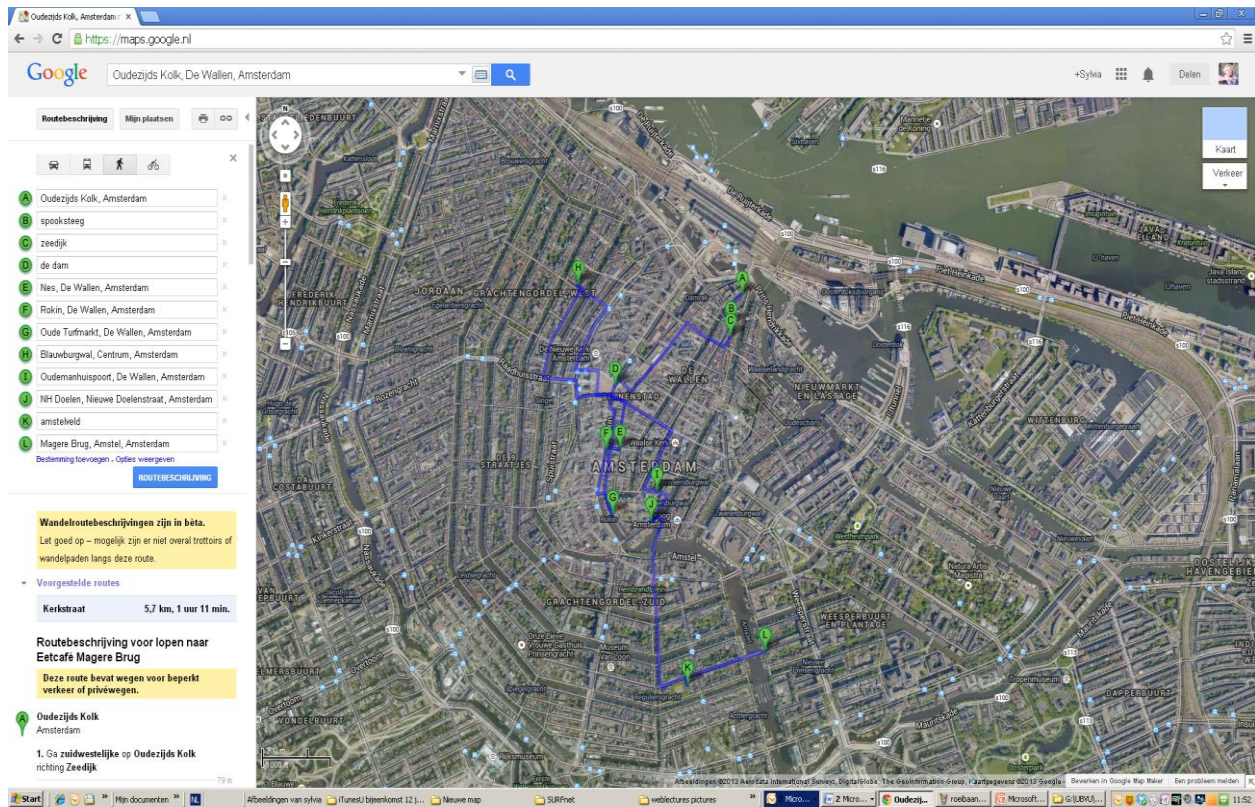
To work with the Geoplaza *instruction clips* are given to the students prior to the course, to give them the availability to train their skills needed for this study trip. (we re-used the instruction clip which was produced for the case study Rome of REC:all).



Course objective

To gain insights into theories, histories, and applications of intermediality, in particular regarding connections between cinema and architecture.

To see the growth of the city for e.g. students have to work with Geoplaza



Hotspots of film locations in Amsterdam, visualized in Google maps

To visit the instruction clips, which are produced for this case study, please go to:

- Instruction clip Geoplaza: <http://screencast-o-matic.com/watch/cljUQesSa>
- Instruction clip Flickr: <http://screencast-o-matic.com/watch/cljUQesSa>
- Instruction clip integration of photo's in Google maps: <http://screencast-o-matic.com/watch/cljUXFsS9>

Summarization of the expected results, of this case study

- Better prepared students on the level of skills. Students do know for e.g. how to analyze material via the environment of Geoplaza.
- Increased quality of scientific skills like contextualization's and presentations during the field work
- Better assignments of students at the end of the course
- More positive student evaluations for this master course

Overall: improvement of the quality of this study trip due to the combination of software and (en)rich(ed) materials, which lead to a higher quality of interaction between students-students, student-teacher and students-content-tools.

Relation to the framework of REC:all

In this case study we used several elements of lecture capture techniques, in relation from lower to higher order learning goals, regarding the taxonomy of Bloom in the publication on Scientific teaching of Sealfon, C.D. 2012.

Below the elements we combined out of the framework are marked. Examples of the different types of lecture recording are shown beside the framework¹.



Various types of enriched and interactive video techniques are used in this case study. From the re-use of clips from an environment as Youtube to interaction between the real live environment and content. In the next page we will reflect on the integration of these kind of materials and outcomes/results, where we will focus on the summarization of expected results, which is mentioned above.

¹ For definitions of the different types, please visit the website of [REC:all](http://REC.all.nl).

Results/Outcomes

- Better prepared students on the level of skills. Students do know for e.g. how to analyze material via the environment of Geoplaza, plus increased quality of scientifically skills like contextualization's and presentations during the field work
 - Face-to-face time is used optimally, because students have developed lower order skills outside the classroom. Via the use of instruction clips, they have learned to work with environments like Geoplaza. Students show their higher order (scientifically) skills during presentations on the hotspots in Amsterdam, where films have been shot. During these presentations, they show the use of data to underpin their statements which have helped them in their analyzes on certain film(s)/fragments. They succeeded to find content that enriched their finding, from e.g. stadarchief, open beelden and youtube. Students did write certain blogs to show and share their reflections.



Final Presentation

Posted on May 30, 2013 by sarahmonica

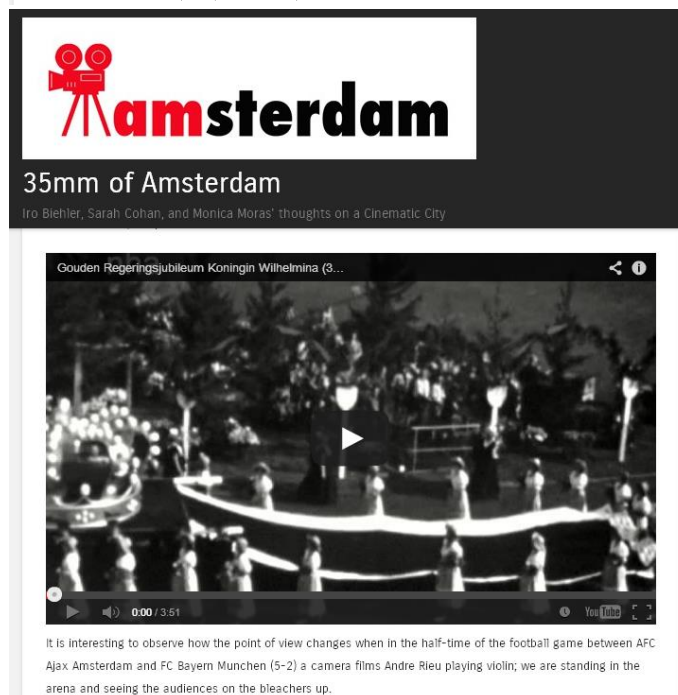
Here is a redux of my final presentation. During my presentation I presumed that the audience was more familiar with the subject that I was presenting. I should have mentioned that the 1928 Olympic film clip was actually an Italian film clip. I also should have mentioned that the person filming the 1970 match was an individual in the audience that had a camera. Additionally I made the mistake of generalizing these film clips. They are merely examples that do not represent all videos or clips of the stadium. This would have provided a clearer picture for the class. Below I try to illuminate these discrepancies.

Additionally, I think I took a leap with this theme. While it does not deal with an entire city displayed in a film it dealt with a specific building in a city and how people interact with it. I hope that it gave some insight to the class about the use of screens in public spaces and their importance.

In *Zoomspace*, Mitchell Schwarzer describes the zoomspace as an "optical mode of perception characterized by speed and surface" (p.12). He describes the use of mobility as freedom of movement that is not limited to actual movement but can refer to a stationary recording (Schwarzer p. 22). He goes on to describe how buildings hold memories for viewers (Schwarzer p. 13). Experiencing the building itself or seeing a remediation of the building creates these memories. He notes, "Today, for buildings or cityscapes to be noticed, they must be viewed in states of mediated perception-energized in velocity or dazzling light and sound effects" (Schwarzer p. 14). Through the zoomspace the viewer experiences a sterilized view of the space (Schwarzer p. 23). Through repetition the viewer becomes anesthetized to the space (Schwarzer p. 25). He describes the beginning of the phenomenon taking over in the Renaissance with dioramas, stereoscopes, and zoetropes (Schwarzer p. 16). He ends the introduction with the concept that in a single day he can experience and be transported to thousands of locations, through his car, a plane and the internet.

Using this theory I examined the film clips below. The first four were filmed in the Olympic Stadium.

<https://www.youtube.com/watch?v=PCYEAK69s>



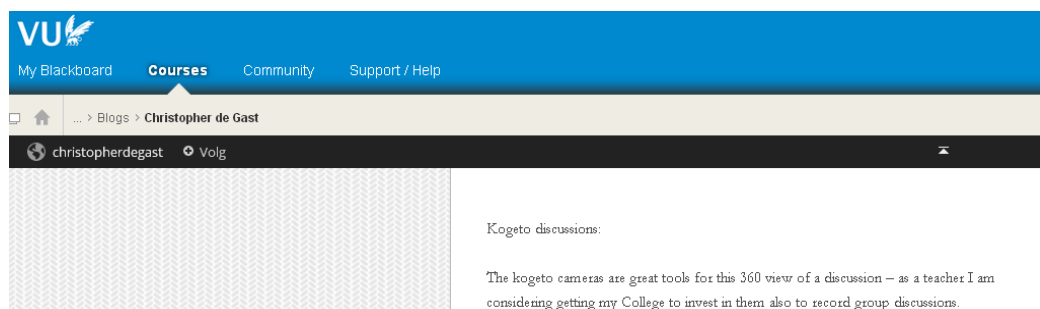
It is interesting to observe how the point of view changes when in the half-time of the football game between AFC Ajax Amsterdam and FC Bayern Munchen (5-2) a camera films Andre Rieu playing violin; we are standing in the arena and seeing the audiences on the bleachers up.

- Better assignments of students at the end of the course
 - Students scored overall very good in this course, most students have received scores above a 7.00

These points were given for several higher order learning activities, like the literature discussion, reflection and sharing their knowledge and analyzation via blogs and their presentations on the hotspots in the city of Amsterdam. (see the scores of students below in screenshot of grade center in BlackBoard)

Literature disci	Blogs	Presentation or	Presentation or	Final presentati	Final grade
7.50	8.00	7.00	8.00	8.00	8.00
7.50	7.00	6.50	7.50	8.00	7.50
6.50	8.00	7.00	7.50	7.00	7.00
7.50	8.00	7.00	0.00	7.50	7.50
6.50	7.00	5.00	5.00	8.00	7.00
6.50	6.50	6.50	7.00	6.00	6.50
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0.00	7.50	8.00	7.50	7.50	7.50
7.00	6.50	6.50	6.50	6.00	6.50
7.00	8.00	7.00	7.50	8.00	7.50
8.00	8.00	9.00	8.00	7.50	8.00
8.00	8.00	8.00	8.00	8.00	8.00
6.00	7.00	7.00	7.50	7.00	7.00
8.50	8.50	8.00	8.00	8.00	8.00

- More positive student evaluations for this master course
 - From the information we received via the blogs of students, we can say that student's find it a very interesting and interactive course in general. Also the use of Kogeto cameras to record their discussions, was in the beginning a little bit of a confrontation for the students, but somewhat later on, students see the benefit from it. Some screenshots of their feedback via the blogs, are given below.



Evaluation of the course

May 29, 2013

In my opinion it was a very interesting course. I have a background in cultural studies, where on the sociology of culture I had a series of lectures about the city. It was for me interesting to examine the city and film together, I like this comparative approach. I appreciate also a lot a practical side of this course, which is quite unique in comparison with our other university courses. The literature for this course, was diversified, which I think was good, because it initiated fruitful and challenging discussions. I think both of the city walks were successful and rich in information. I am content that I have this knowledge about the cinematic legacy of Amsterdam. I learnt also quite few new facts about Amsterdam in general, which I found interesting. During this course I also grasp few titles of the movies that I will have to come back to. Moreover, I appreciate also this fact that we studied in the media environment. Working with Ipads, Vistory App, WordPress, VU Geoplaza, Kogeto provided new, refreshing 'media' environment for studying. Last but not least, I have to say that it was a pure pleasure working with my partners for this course Floor and Linda. They were very communicative and sharing and here in my last post for this blog, I would like to thank them for this joint work. Thank you my duo for making this trio. (A.K.)



My reflection on the course: 'The Art of Comparison: Cinematic City'.

May 30, 2013

It was an interesting and inspiring course! The subject appealed to me mainly because I was able to apply the concept of the cinematic city in my daily life here in Amsterdam. It made me look at the city I live in through the perspective of an outsider. But even more interesting for me was to question the way I see other cities and how much I am influenced by for example the different films I've seen about a particular city. Fascinating it is also to question how the city itself deals with an image that is created by films and literature.

The texts we had to read were helpful and the use of new media like the Ipads, the Vistory App, Kogeto, and Geoplaza gave the course a more interactive character, which was fun. That being said for me it wasn't always necessary to make use of those gadgets, but maybe I am just a little bit old fashioned in that sense.

Last but not least, I would like to thank my wonderful 'teammates' Ada and Linda. It enjoyed working with you.

F.D.

From teachers perspective, we can say that he is overall very satisfied with the integration of enriched video into his courses. We worked with him on the case study of Rome, as well on "Cinematic City", because the concept of intensifying fieldwork could be re-used twice, for his bachelor 3rd year students in Rome and his master students in Amsterdam.

We have recorded an interview with him. Via the url you will have access to this recording.

REC:all, interview met Ivo Blom



Url to video interview

http://www.kaltura.com/index.php/extwidget/preview/partner_id/1197662/uiconf_id/13748761/entry_id/1_2qm91ax9/embed/legacy?

Lessons learned

About the use of Kogeto cameras to record offline group discussions:

- It's a very usefull tool to easy record 360 grade videos. With one click on your iPhone you can start recording from the app.
- Best way is to put the iPhone on a table so a teacher can not only hear, but also see his students.
 1. Viewing back mode:
 - The video showed in a panoramic view, so the teacher could see all the students around the table in one picture.
 - Another option is to scroll around in the video itself, this is asking more interactivity from the person who is analyzing the material.
 2. Protection of material:

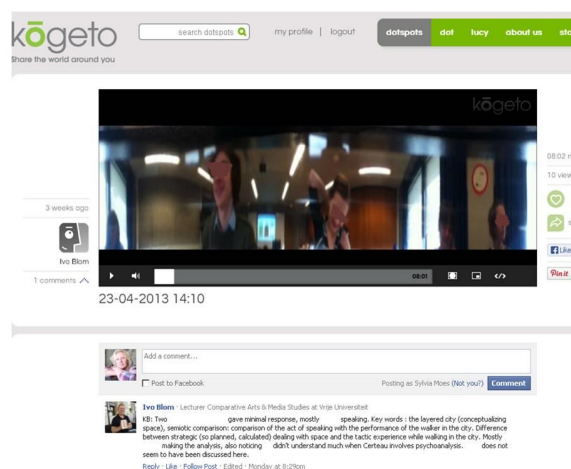
- Via the website of Kogeto it's possible to protect the material, so external persons don't have access to it.
- This is also the weak point in the environment, you could not give access to groups of people. So you have to give your credentials of your account of the Kogeto environment to the students. As long as you do not have any private stuff uploaded on this account, it's not a big issue at the end :-)

3. Recording time:

- Recordings are allowed to max 8 minutes... Here you can see that this tool is made for social environments at the start. When institutions are having the interest to scale it up, this could be something that would give problems, because teacher or students have to be aware to start a new recording after 8 minutes. It also interrupt the discussions a little bit.

4. Integration into courses:

- We do have, by now, anonymous example material to show other students what the meaning and added value of the Kogeto cameras is to reflect on group discussions. This could be re-used to prepare next students in a earlier stage (see screenshot below, were students are un-identified, as well in the picture as in the text).



Use of iPads in the field:

- Again here, like we have said before in the case study of Rome, “When it’s sunny outside, it’s not easy to see moving pictures on screen. For fieldwork it’s better to have “a Sunhood” for the iPad. We did not have budget enough to buy them for the study trips, but it’s necessary for further integration.



What is necessary if other institutions would like to implement this case study in their institution?

- Development on level of services is needed for Geoplaza when other Universities (or Faculties within the VUA) would like to use this environment for fieldwork. At this moment it's only possible to integrate new cards project based.
- For enrichment of Knowledge Clips or Instruction Clips (with other learning objects) further development is needed, on a level of authentication. So teachers can log in and enrich their own materials.

Train the trainers: to disseminate the use of video in location based learning, or fieldwork. Develop teacher's skills in the use of Geoplaza, Google maps and enrichment of Knowledge and Instruction Clips, related to lear