

# LIGHTS CAMERA REFLECTION

Dr. Kendall Ho (Medicine), Dr. Shane Dawson (Arts), Dr. Michelle Lamberson (CTLT), Liz Heathcote, David Lampron, Dr. Helen Novak Lauscher, Dr. Andrea Gingerich, Marcelina Piotrowski, Stephane Voyer, John Bratlien

## Background

*Learning a new skill? Wondering what you did well? What you could do better?*

Professional athletes have been learning from video analysis for years, now you can too.

**Lights, Camera, Reflection!** is a video learning project that you can use with your own laptop. You create a video for your course, and your prof and classmates can then review and attach comments at specific points. All you need is a webcam and a CWL.

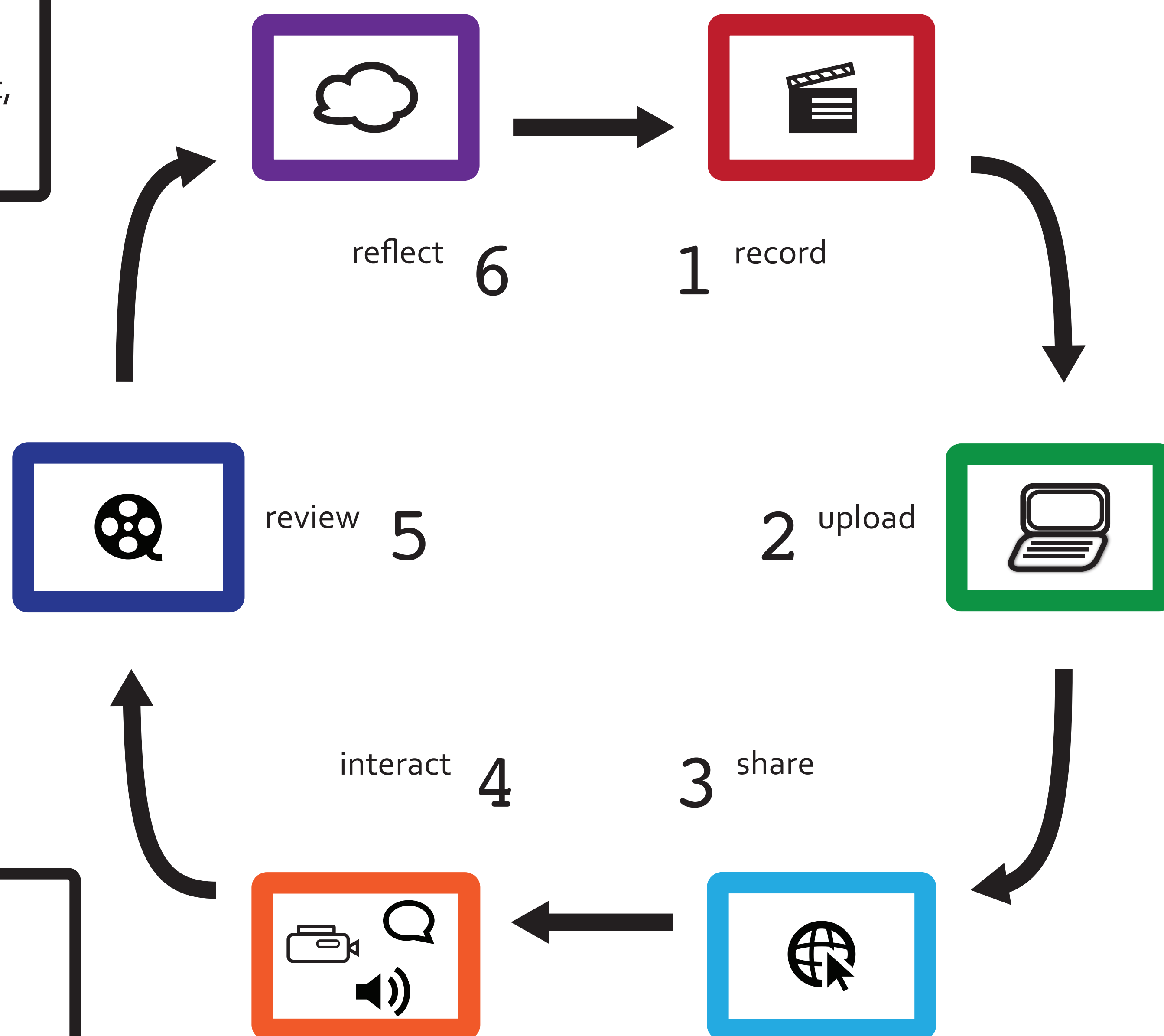
## Purpose

To explore how student-created video learning activities can be designed to optimize feedback delivery and to achieve convenient, innovative learning opportunities.

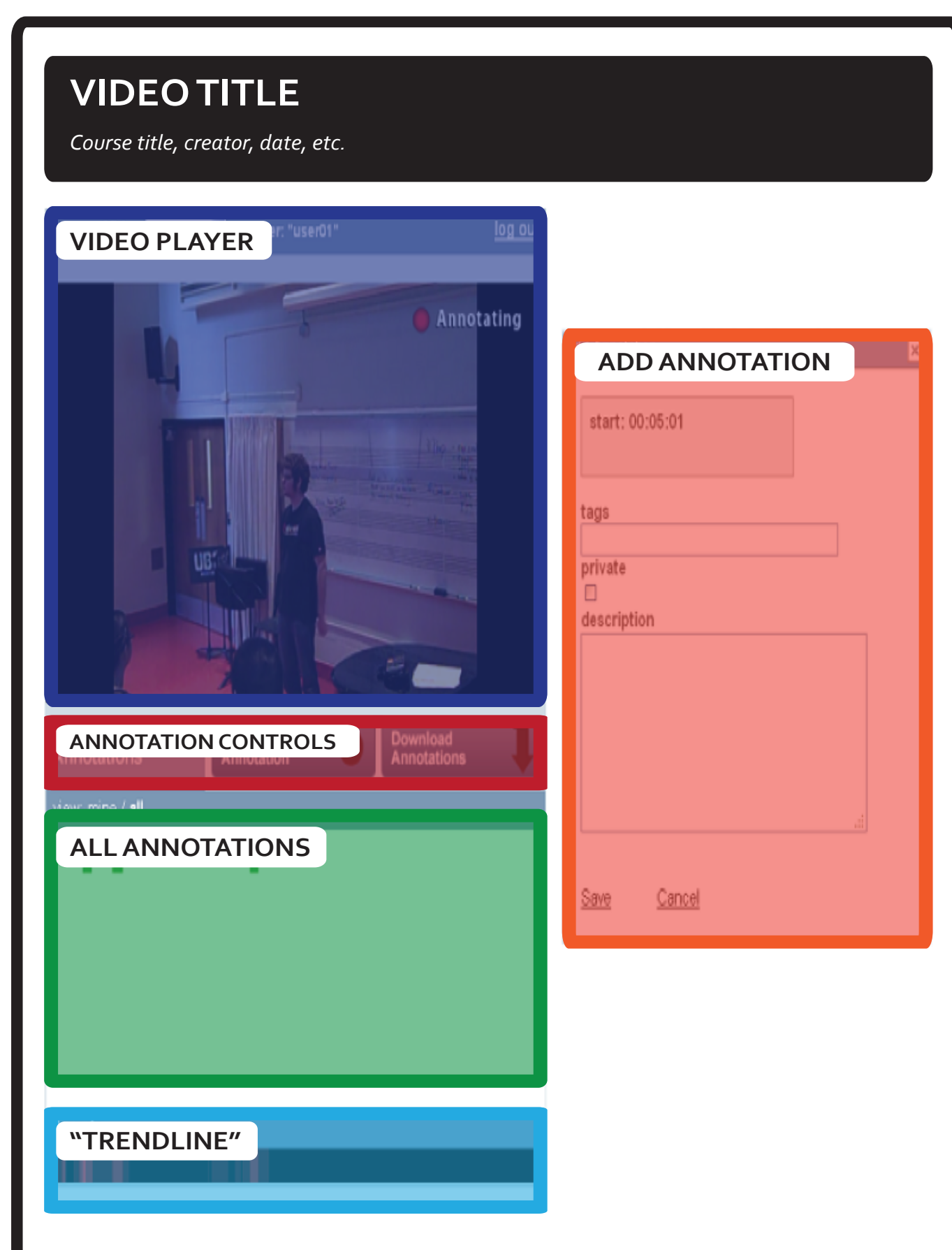
## Objectives

- Work with faculty, staff and students to incorporate reflective video into curriculum and learning activities
- Develop relevant cross-faculty relationships between the Faculties of Medicine and Arts to enhance learning opportunities
- Evaluate the potential pedagogical benefits of educational video tools and identify the most effective platform(s) for delivery
- Set up appropriate and easy-to-use social media interface for storage, retrieval, and sharing of the videos within the various learning communities
- Develop user guides and documentation for the system

# HERE'S HOW IT WORKS:



## THE INTERFACE



### Annotations

Annotations can be added as text, as audio using a laptop microphone, or as video clips recorded directly from a webcam.

### Flag Mode / Annotation Mode

In Flag Mode, video reviewers indicate a single point where their feedback applies.

In annotation mode, reviewers can indicate an entire section of the video to which their comments apply.

### Trendline

The "trendline" indicates portions of the video that have higher or lower concentrations of feedback. This allows the learner to see what portions of the video have the most comments attached at a glance.

## Example:

Using their iPhone or webcam, a medical student records how to take a blood pressure.

After the videos are uploaded to the system, an instructor, peer evaluator or classmate watches the video from their own laptop, and can insert feedback at the exact points where they would like to comment.

Once comments have been added, the learner can return to the video, review the places where others have inserted comments, and use that feedback to learn, study and improve their skills.