TITLE OF PAPER: **Looking through three 'I's: the pedagogic use of streaming video**

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ABSTRACT:

Although the pedagogic use of film and video has a long history, its widespread use has always been limited by production costs and delivery difficulties. However in recent years costs of production have fallen with the emergence of high-quality, easy-to-use cameras and video editing software aimed at the domestic market. Delivery has also been revolutionised by the current ubiquity of the web as an educational medium and the rapid adoption of 'streaming' technologies allowing easier and more responsive web access to video and other multimedia resources. The creation and use of web-based video is now not only open to non-specialist educators and even learners themselves, but has the potential of becoming a routine component of online education.

The vision is clear: to move away from the static text-dominated content currently prevalent on the web towards a media-enhanced environment. Video itself can be used in many ways: 'talking head', interviews, video diaries, video labs, simulations, instructional sequences, 'fly on the wall', video help etc. However, the web is not a simple delivery medium. Through the browser video sequences can be linked to slides, text conferencing, whiteboards, video conferencing, shared applications, online assessment and third party web sites. This seamless combination of digital video with other tools offers an opportunity to move beyond the current understanding of video as a purely presentational tool.

The JISC/DNER Click and Go Video project seeks to address the technological, implementation and above all pedagogical challenges of this video-rich approach and enable better and more widespread use of video streaming in tertiary education. A major element of the project is the development of a framework that aligns technology, pedagogy and institutional / cultural infrastructure. The implementation of streaming video raises questions of how both educators and learners conceptualise, produce and apply video in different educational contexts.

Through three distinct case studies taking place within three universities, the paper will introduce the model of the 'three I's', a set of pedagogic criteria that can be used to analyse the way educational video is conceptualised and used. These are

- Image – the quality of the video for instructional purpose
- Interaction – user control and access
- Integration – links to communication and other software tools

Each of the case studies has a primary focus on one of these elements. In this paper we will argue that these criteria relate to a shift in the pedagogic paradigm from the original transmission model of video to a new role for video as a focus for networked learning.