Video data are ubiquitous in education and social science research now. However, some of us are just beginning to theorize about the roles of epistemology and theory, point of view of the viewer/analyst, more practical aspects such as positioning of equipment, as well as the benefits and challenges of the increasing number of software programs available to aid in making sense of our data. A key premise of the course will be that in order to use video data critically in research, we need to understand our own broader cultural traditions of producing and viewing film and video. This methods course will have us consider all those dimensions of using video in research around learning and teaching. We will also consider presentation of video data in both movie and textual forms. Issues of trustworthiness, confirmability, audit trails, and ethics will certainly be a focus, too.

Course schedule (tentative):

Jan. 14 – Introductions to course and each other’s ideas for the class

Jan. 21 – Foundations

Jan. 28 – History and culture of the medium

Feb. 4 -- Data and interpretation

Feb. 11 -- Selection of video data to analyze – *Mindy and Sandra?*
**Erickson, F. (2006).** Definition and analysis of data from videotape: Some research procedures and their rationales. In J. Green, G. Camilli, & P. Elmore (Eds.), *Handbook of complementary methods in education* (pp. 177-191). Mahwah, NJ: Erlbaum. [Can use widenet video from front and back of classroom to illustrate his point about camera placement]


Feb. 18 – Video and Research Processes


Feb. 25 -- Ways of seeing and bodies in space - Alice, Bryan?


Mar. 4 – Transcription and analysis


Mar. 11 – Alternatives to transcription


Lapadat, J. C., & Lindsay, A. C. (1999). Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative Inquiry, 5*(1), 64-86.

Mar. 18 – Progress update – work day

Mar. 25 – Coding – Nancy leads


Apr. 1 – no class: AERA

Apr. 8 – Coding – group finds exemplary write-ups of how coding was approached for us to read together

Apr. 15 – work day

Apr. 22 – wrap up – student presentations

Apr. 29 – Final projects due

Assignments (ideas for – I am more interested in negotiating this with the class):

Choose a video early in the semester that you want to focus your analysis on (I can supply some or you can use your own; alternatively, you can produce your own, using Warner’s camera and microphones). When you lead the class around weekly readings, you can discuss with us how those readings are influencing your analysis.

A researcher blog in response to class activities and on-going analysis of video chosen for focus of semester. Half the class will post one week, and the other half will post the following week (e.g., each person posts every other week as a minimum, but you are of course welcome to post more). Posts are due on Tuesdays by 4 pm.

Develop a final project to propose to Nancy that fits with what you hope to accomplish in this class.

With a partner, choose a software program (i.e., Transana, StudioCode, MCA-Pavia,Atlas.ti, N8, FRAPS, Camtasia Studio, etc.) to learn and present it to the class.