

Ben Bachmair, 6 December 2013

**(1) Headline and date**

*Partner video interviews for preparing a written report; 9. August 2013*

**(2) Keywords:**

Verbalization, partner interview, written report, video application, smartphone, tablet, electronic whiteboard

**(3) Autor/s, copyright holder, facilitators (e.g., teacher) with the name of their institutions (school, university, company etc)**

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**(4) Time and place of realisation**

Augsburg, Martin Förderzentrum; 22. April, 27. April, 6 Mai 2013

**(5) Leading education ideas and plot of scenario**

Collaborative knowledge building; oral verbalisation of experiences with the target of a written report.

Over three days two students interviewed each other about their experiences working in a small company (gardener, building company) and recorded the interviews with the video application.

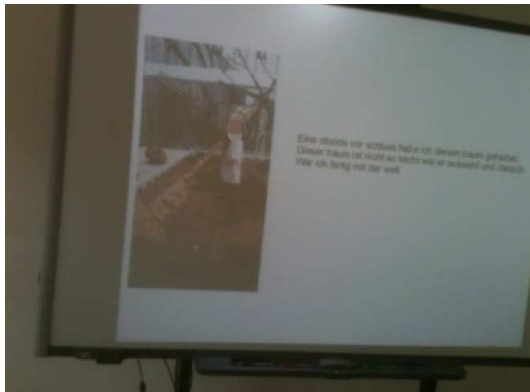
First day (22. April): Co-facilitator took video interviews of selected students, who wanted to talk about their work placement (Video of co-facilitator in the short experimental phase on 22. April; Interview\_Kim\_IMG\_1045.MOV, Interview\_Fabian\_IMG\_1042.MOV)

Second and third day (27. April, 6. May): two students interviewed each other (Kim interv Fabian -2 IMG\_0091.MOV, Kim interv Fabian-1 IMG\_0089.MOV; Fabian interv Kim-1 IMG\_0090.MOV; Fabian interv Kim- 2 IMG\_0088.MOV). Two students worked mainly alone in a separate group room; having just short discussion with the co-facilitator.



Afterwards the students wrote their short report on the tablet and presented their text on the electronic whiteboard to the class.

Presentation of the report on the electronic whiteboard



## **(6) Learning aims and objectives achieved**

Preparing a written report

## **(7) Target group and its opinion about the scenario**

14 students in the age of 16 in a secondary school (Förderschule) with difficulties on writing. Few of the students enjoyed it very much. The majority of the students refused to work with mobile phones.

## **(8) Institution of learning and curricular context**

Student referral unit, school for students with special social needs;

Curriculum: Orientation for work placement and coping with life ("Berufs- und Lebensorientierung").

## **(9) Mobile devices**

Personal mobile phone / smartphone of the students for interviews, school owned tablets for each student for writing the report.

## **(10) Cost and men/ women power, steps and necessary time for realisation**

One teacher and one co-facilitator from outside of the school. Co-facilitator motivated and supported the two students. For approx. 45 minutes the co-facilitator interviewed 4 students about their work placement for introducing the partner video interview with the smartphone. After this short experimental phase two students worked on partner video interviews on the following. They were in an separate room for group activities outside of the classroom and parallel to the activities of the class. They needed approx. 60 minutes for their interviews.

Afterwards and on each of the 3 days the 2 students developed their text for their report on their work placement on the tablet. They were familiar with the tablet's word processing software. Facilitator emphasised cooperation of the student. Necessary time: each day 2 hours.

Final presentation on the electronic whiteboard: approx. 45 minutes

No additional cost.

## **(11) Main results of realisation with main *plus* and *minus* for using the video application of the students' smartphones and the text application of the tablet.**

Successful collaborative oral verbalisation for a part of the student. Video partner interviews support the process of writing but needs time. A separate site for group work is helpful. Because the students had no experience with smartphone interviews the support by the facilitator was needed, but just for motivating and the starting phase.

The majority of students disliked a changing of their learning routines and opposed to use their mobile phones.

## **(12) Available report and artefacts (photos, videos, texts, images)**

*Report:*

Ben Bachmair: Szenarien Mobilen Lernens. Unterrichtseinheit: Berufswahl und Wege von der Schule in den Beruf mit einer Rap-Schreibwerkstatt. 29. August 2013

*Page 20. List of artefacts*

Partnerinterview mit Handy-Video als Verbalisierungshilfe und Vorbereitung für Praktikumsbericht. (2. Teil der UE, 1., 2. und 3. Vormittag der Praktikumsauswertung). Beispiel: 2. Teil der UE, 1. Auswertungsvormittag des Praktikums am 22. April; Interview\_Kim\_IMG\_1045.MOV, Interview\_Fabian\_IMG\_1042.MOV und Beispiel vom 2. und 3. Auswertungsvormittag am 27. April und 6. Mai: Kim interv Fabian -2 IMG\_0091.MOV, Kim interv Fabian-1 IMG\_0089.MOV; Fabian interv Kim-1 IMG\_0090.MOV; Fabian interv Kim- 2 IMG\_0088.MOV)