

DIVER: Digital Interactive Video Exploration & Reflection

Queen's University Belfast

I. General information

Field :	Information on the DIVER project for reflecting and developing practice.
Theme(s) addressed	Reflection, Self-determination, Reflective practice, creative methodologies.
Target audience	
Pursued objectives	<ul style="list-style-type: none">• To introduce participants to the DIVER project.• To examine the purpose of reflection for practitioners and learners.• To demonstrate the links between various methods of reflection and self-determination.
Method(s) used	Reflective practice, discussion, demonstration and creative methods.

II. Description

Practical modalities

3 hours, with breaks

Material:

- An internet connection and projector
- A flipchart pad and pens
- Some newspapers, glue and scissors
- Participants should bring their laptops (if they have one)

Description of the main stage

I hope to describe and demonstrate the DIVER project, which is a digital tool used to encourage practitioners to reflect on their practice in the classroom.

Video records can provide data for discovery and has been recognised as an important tool for tutors to support: critical reflection, meaningful comparison and productive discussion. Video reflection offers multiple perspectives into their teaching. Tutors are able to see weaknesses and strengths in their practice.

Watching videos of others' practice can stimulate professional development and support discussion amongst peers.

This can be further advanced if written records of these observations and reflections can be incorporated with the video and easily shared with others

Queen's University Belfast (QUB) has been investigating various tools to allow the user to focus attention within video scenes for the purpose of "guided noticing" – the authoring and sharing different perspectives on video evidence to facilitate:

- Better understanding of what they are seeing and interpreting in classrooms.
- Video capture of 'times of trouble' or 'times of excellence' in their teaching.
- studies of classroom discourse
- Reflection and choice of focus and pathway as catalyst for memory and later knowledge use.
- Re-seeing and re-annotating videos over time.
- Studies of small group learning and collaboration.
- Studies of novice-expert perception differences among tutors.
- through guided noticing focused examples of specific classroom management challenges, or instructional events that help overcome misconceptions
 - learning in a community

I hope to put DIVER in context by discussing how it relates to the concept of reflection, for both learners and practitioners.

I will attempt to relate DIVER and reflection to the overall theme of self-determination for learners, to show how self-determination can be developed through reflection, using tools such as DIVER.

I will also explore some other methods that can be used to encourage reflective practice.

III. Self-determination evidence

DIVER can help to improve the self-determination and participation of literacy learners by encouraging practitioners to reflect on their practice. This allows them to identify how they currently encourage learners to take responsibility for their own learning, and see where improvements can be made.

The opportunity is also presented for learners to review the content of their lesson to give feedback, ask further questions, revisit topics and make suggestions for future learning sessions.

Encouraging learners to take part in some of the other creative methods for reflection may also empower them and encourage their self-determination.

IV. Dissemination

The creators of the product can be contacted in order to get usernames and passwords to access the DIVER program.

The website is <http://diver.stanford.edu/>

Format

The format will be based around a PowerPoint Presentation and will feature discussion, interactive activities, demonstration, and creative methods using computers and collage.

V. Contact

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Short description

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