

Gordon Joyes was instrumental in supporting his education students' use of video to help them and their peers reflect on the research process. ▶

The value of using Video Narratives for research



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I was delighted to be asked to write a short piece on how ESCalate has supported my work and I would like to focus on the way the ESCalate small grant scheme supported the realisation of an important innovation that is now helping thousands of research students and academics

worldwide to develop their understanding of educational research.

The story began for me in 1996 when I began supervising research students within the School of Education at the University of Nottingham. These beginning research students were so

obviously inspired by others talking about their research - this acted as a bridge to the initially fairly incomprehensible methodology texts they needed to engage with. I therefore decided to video record my successful students talking through their research at the time of their viva and used these as a

resource for other students. When I began to develop online materials for use on our new online professional doctorate in education in 2000 I also captured video research narratives from experienced researchers who visited the School of Education and used the new online video streaming technologies available to make them more accessible.

During this time I became aware of the work by colleagues in other institutions around the use of video for research and for research teaching and decided to organise a one- day conference to share what we were doing and produce a summary report to inform practice. I applied for an ESCalate small grant in 2002 on the use of learning technologies in the teaching of research methods. This supported a workshop at the ESCalate Research Methods for Research Students conference at the Institute of Education in London in June 2002 (Joyes 2002a) as well as the ESCalate conference: Research Methods, Teaching and Learning: Effective Online Support at Birkbeck College, University of London, September 2002 (Joyes 2002b). Twenty two higher education institutions were represented and the result was an identified need for Internet-based materials to support research students in training and online video narratives as something that would add value to existing

pedagogies used in teacher-led as well as student-centred settings. This process also identified key partners, the Universities of Nottingham, Sheffield, Bath and Canterbury Christ Church who developed a successful bid under the HEFCE Fund for the Development of Teaching and Learning (FDTL5) for the Virtual Resources for Online Research Training project (V-ResORT).

The project ran from 2004-8 and was a great opportunity to work with colleagues from a large number of HEIs to develop, through an action research framework, a freely available flexible online resource based around searchable video narratives that subsequent evaluation has shown to be of enormous value to research students as well as academics beginning educational research. Important outcomes are publications that inform the HE community about design for learning, sustainability and the role of research in education, for example Joyes & Banks (2010). This has all been made possible by a great idea that was nurtured through some initial startup funding, the support of ESCalate for the bid to HEFCE and ongoing support through ESCalate membership on the steering group and wider contacts through the ESCalate networks.

References

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- Joyes, G. (2002b). *ESCalate Research methods teaching and learning: Effective on-line support conference report* Retrieved May 7, 2010, from <http://escalate.ac.uk/resources/researchmethodsonlinesupport/conference.html>
- Joyes , G. and Banks, S. (2010) Achieving sustainability through project-based research [online], HEA. Retrieved May 7, 2010, from http://www.heacademy.ac.uk/resources/detail/ourwork/fdtls/fdtl_research_and_sustainability.

Useful links

www.v-resort.ac.uk



Gordon Joyes
University of
Nottingham

Gordon Joyes is Associate Professor in e-learning at the School of Education, University of Nottingham, UK where he is course leader for the Masters in Educational Research Methods, and a research student supervisor. He is an experienced developer/tutor on online postgraduate courses as well as a researcher into online tools to support learning. He was the Project Director for the HEFCE funded V-ResORT project 2004-8.