



Video publishing: a new movement in scholarly communication

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Visual Cultures

- We now live in a world of 'visual cultures', in a world of *remediation* and *cross-mediation* in which experience of content both appears in multiple forms and migrates from one form to another (Bolter, 2001). Reality is mediated as are social relations. The language of the new social media is easily programmable given its algorithmic character and its numerical coding allows for the automation of many of its functions including media creation. New media are variable and interactive and no longer tied to technologies of exact reproduction such as copying (Manovitch, 2000). They are part of a wider paradigm and system that Castells (2000) calls 'informational capitalism' which is a new technological paradigm and mode of development characterized by information generation, processing, and transmission that have become the fundamental sources of productivity and power. More and more of this information is increasingly either image based or comes to us in the form of images.



Media-based economy

- We now live in a socially networked universe in which the material conditions for the formation, circulation, and utilization of knowledge and learning are rapidly changing from an industrial to information and media-based economy. Increasingly the emphasis has fallen on knowledge, learning and media systems and networks that depend upon the acquisition of new skills of image manipulation and understanding as a central aspect of development considered in personal, community, regional, national and global contexts. These mega-trends signal both changes in the production and consumption of symbolic visual goods and also associated changes in their contexts of use.



Academic challenges

- Academics are coping with the rising information flood by borrowing data visualization techniques from computer scientists, researchers and artists.
- Educationalists are increasingly dealing with a younger generation – the YouTube generation – who are participators and users of a total media environment comprises a radical interface of text, sound and image.
- Some academic publishers are already beginning to retool their staff and systems to prepare for a future in which data becomes a medium.
- We are still at the early stage of understanding how we communicate with data, and how traditional academic forms of publishing can be fused with sophisticated, interactive information displays.



Media literacy across the curriculum

- The revolution in media and global communications in the last few decades has transformed the very basic foundations of knowledge and education. Educationalists have been advocating for the development of media literacy across the curriculum.
- Education was developed during a print-based era
- Brian Goldfarb (2002) *Visual Pedagogy: Media Cultures in and beyond the Classroom*.
- R. Hobbs, (1998) “The seven great debates in the media literacy movement” (1998) *Journal of Communication*, 48(1)



Visual and Philosophical Pedagogies

Rob Farrow

- Philosophical pedagogies are typically based on abstract discussion of texts, and have remained largely unchanged throughout the history of the subject. However, there is a considerable body of research which suggests that this is unsuited to some learning styles and may discourage some students from prolonged study. Many prefer to learn through visual cues and models alongside engaging with literature resources.



Pedagogies of the Image

- The radical concordance of image, text and sound, and development of new information/knowledge infrastructures have encouraged the emergence of a global media networks linked with telecommunications that signal the emergence of a Euro-American consumer culture based on the rise of edutainment media a set of information utility conglomerates. What new subjectivities are constituted through social media and what role does image control play in this process? What new possibilities do the new media afford students for educational autonomy? What distinctive forms of immaterial labor and affect do social and image-based media create? And what is the transformational potential of new image-based and social media that link education to its radical historical mission?



The Video Journal of Education & Pedagogy

A New Springer Venture



Vision

- **A revolutionary video form of scientific communication designed as the first video journal dedicated to exploring education and pedagogy through video and extending the understanding of visual culture and visualization methodologies.**

Scope

- The *Video Journal of Education and Pedagogy* initiates a new movement in academic publishing in the field of Education by establishing the first video journal in the field and a database of video articles that captures the latest developments in educational practice, including teacher education, classroom teacher and child observation. The journal provides a database of video articles that is dedicated to teaching and education fundamentals through simple and easy to understand demonstrations. The journal will also use the video medium and research on new visualization methodologies to provide structured interviews with leading scholars.

- This journal will be the first video journal in the field of Education to utilize the medium of the video clip to scientifically examine, critique and problematize teaching moments in a multimedia format based on a 15 minute clip supported by text materials such as teaching notes, theory explanations, literature review, and a full set of references.
- All manuscripts submitted to **VJEP** are subject to peer review and editing. Each substantive manuscript is reviewed by at least two experts in the field, who may also be members of the Editorial Board. The decision of the Editors-in-Chief is final. The Corresponding Author is notified of the decision by e-mail, with reviewer comments, if applicable. The reviewers of the journal are all education experts in their respective field.



Springer owned open access journal

- The journal is Springer owned but articles will remain the copyright of the authors. The journal is based on a funded (gold road) open access model based on a standard SpringerOpen platform with the intention that sponsorship will be used to pay for the open access fees of articles at the discretion of the Editorial Board and Editor.

Aims

- focus on providing visual demonstrations of teaching practice
- integrate visual approaches to educational research and practitioner knowledge
- provide open access to video pedagogy demonstrations in an international and comparative context
- provide a platform for education research in teacher education, demonstrated pedagogy and classroom observation
- provide a ready means to capture and globally share practitioner knowledge
- establish a new research frontiers in education
- experiment with visualization methodologies
- promote critical approaches to visual cultures

An estimate of how many articles of each type to be published in the first year (video vs methodology vs structured interview vs extant materials)



- Dedicated YouTube channel for keynotes (extant) and structured interviews (at least 3 per year)
- Video articles (at least five per year)
- Visualization Methodologies (at least three per year)



Clearing house channel

- Keynote conference presentations
- Recorded panel discussions
- Video reviews and education YouTube clips
- Talking head lectures and tutorials
- Use of authentic archive video material
- Animated screen shots
- Instructional 'how to videos' of a practical activity
- Teaching demonstrations
- Classroom observations
- Interviewing an expert or expert presentation
- Video blogs 'think aloud'
- Video case studies/simulations/role plays
- Presentation/performance skills and feedback
- Student-created videos



The Video article

- Video article format with 15 minute video and long/short abstract, intro, video protocol & description (transcript), research question & literature discussion, bibliography
- Video articles are submissions where the essence of the article is the video. As with text submissions, case reports are not encouraged unless they are very unusual or timely. Authors are strongly encouraged to include case series information on the video with attention to clinical outcomes. Multimedia as a format to convey other types of information will be considered on a case by case basis.
- Requirements for video portion of video article:
 - Choose “Video” as the manuscript type.
 - The video should not exceed 15 minutes.
 - An audio narration in English must accompany the video.
 - The maximum size for all files (including videos) in the submission 350 MB. Videos must be in one of the following formats: MPEG-1, QuickTime (not mpg4) or Windows media video (WMV). The video file must be playable on a Windows-based computer.
 - No music sound tracks.
 - Avoid "fancy" video transitions.
 - Annotation of anatomic structures is encouraged.
 - No authored DVDs.
 - There should be a “manuscript” submitted with the video that includes a title page, abstract, as well as references if needed.

Developments and Timeline

- Peters developed the first proposal in 2013
- After several discussions Springer decided to take on the development of a new journal called *The Video Journal of Education and Pedagogy* to be developed during 2015 for a launch at the beginning of 2016, with a soft launch in May.
- The journal is a SpringerOpen title and foundational funds will be used to pay for the article processing charges for deserving authors. In this way the journal can target a number of potential people without raising the issue of charges. Springer currently has a number of these sort of sponsored open access titles and it is an extremely good model.



Governance & Incorporation

- Governance and funding model - \$10K (US) per institutional stakeholder
- Current institutional members total seven
 - [Wilf Malcolm Institute of Educational Research, University of Waikato](#) (NZ)
 - [Philosophy of Education Society of Australasia](#)
 - [Institute of Education, Massey University](#) (NZ)
 - [College of Educational Studies, Chapman University](#) (USA)
 - [Department of Learning and Philosophy, Aalborg University](#) (Denmark)
 - [Faculty of Education, University of Auckland](#) (NZ)
 - [Department of Informatics and Computing, University of Applied Sciences](#) (Croatia)
- Invitations to three more before 2016
- Legally incorporate Association of Visual Pedagogy (learned society) with Board and elected officers; editor as ex officio
- Each institution has a voice on Board to set priorities etc for the year on assisted papers and commission research
- Each institution will receive two APCs, recognition on journal web site, and determine research priorities
- Funds controlled and distributed by the Board in relation to research direction



Weblinks

The Video Journal of Education and Pedagogy

<http://www.videoeducationjournal.com/>

Association of Visual Pedagogies Conference
AVPC 2016: Visual Pedagogies and Digital Cultures

Zagreb, Croatia
June 18-19, 2016

<http://avpc.tvz.hr/welcome/>

You are all invited!

Thanks a lot for your attention. pjandric@tvz.hr