Chapter XIII

Video Annotation in Online Collaborative Discussion: A Constructivist Tool for Computer-Supported Learning

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Abstract

Computer-supported collaborative learning has become one of the important areas in the education and training field, and online discussion is the predominant mode in the meaning-making process. While many of the software available in online discussion are text-based, recent development in such tools includes the capability of viewing video. This chapter introduces the use of software that allows users to engage in collaborative discussion by attaching notes to video footage. This type of software is relatively new in education applications. This chapter also reports findings from the study and suggests how such tool can be applied to improve the interaction among learners in other training situations in computer-supported learning environments.
Introduction

Many of us will agree that we have entered an information age where we will treat knowledge as power. Accessing information and networking among people with the use of computers and communication technologies are becoming important. Under the influence of information and communication technologies there is also an increased tendency toward collaborative learning among students and with their teachers. Many educational institutions embark on projects that involve information-sharing activities among students and teachers regardless of time and location differences. There are evidences that computer-supported collaborative learning processes help students to achieve deeper levels of knowledge generation through the creation of shared goals, shared exploration, and a shared process of meaning making. The common features of collaborative learning are reflection on the learning process and dialogic inquiry. The dialogue carries a flow of meaning, and discussion involves exchanging of views between participants. In collaborative discussions each participant advocates and defends a point of view based on his or her own observations, interpretation, and generalization.

One of the major shifts in education under the influence of information and communication technologies is an increased tendency toward collaborative learning among students and with their teachers. The notion of collaboration also stems from the fact that people are social creatures who like to talk with each other about topics of common interest. Computer-supported learning allows flexibility in the acquisition and transformation of knowledge among the community of learners and practitioners. The number of active and interactive discourse communities has expanded in recent years due to the easy access to the computers and telecommunication services. Lewin’s prediction of the dealing with human beings not as isolated individuals, but in the social setting of groups is becoming a reality in technological society.

There are evidences that computer-supported collaborative learning processes help students to achieve deeper levels of knowledge generation through the creation of shared goals, shared exploration, and a shared process of meaning making (Lipponen, Hakkarainen, & Paavola, 2004). The common features of collaborative learning are a reflection on the learning process and dialogic inquiry. The dialogue carries a flow of meaning, and discussion involves exchanging of views between participants. In collaborative discussions each participant advocates and defends a point of view based on his or her own observations, interpretation, and generalization.

Vygotsky’s sociocultural theory of learning emphasizes that human intelligence originates in our society or culture, and individual cognitive gain occurs first through interpersonal (interaction with social environment) than intrapersonal
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