00:00:08:00 - 00:00:08:26
Hi, everyone.

00:00:08:26 - 00:00:11:07
Welcome to the EdTech Studies module.

00:00:11:07 - 00:00:15:10
In this video,
I'm going to introduce how to analyze

00:00:15:10 - 00:00:19:03
educational technologies
with critical discourse analysis.

00:00:19:23 - 00:00:20:26
Simply put.

00:00:20:26 - 00:00:26:02
We're going to analyze how EdTech
is imagining or reimagining education

00:00:27:02 - 00:00:31:14
For example, we may find that
except for fulfilling the assisting role,

00:00:31:26 - 00:00:36:08
edtech, providers often seek to create
and optimize learning environments

00:00:36:17 - 00:00:40:09
to raise increased
production, capture of learning data.

00:00:41:12 - 00:00:46:11
How would the identification contribute
new forms of value creation

00:00:46:17 - 00:00:49:25
that educational institutions
and commercial actors?

00:00:50:18 - 00:00:55:03
How do EdTech providers
seek to reshape educational environments?

00:00:55:03 - 00:00:57:10
Meanings and expertise?

00:00:57:26 - 00:01:00:18
These are the questions
that we are interested in.

00:01:01:23 - 00:01:04:10
Then how do we analyze these questions?

00:01:04:29 - 00:01:07:16
What approach is discourse analysis?

00:01:07:16 - 00:01:12:09
To be more specific, we're going to look
at the official website of

00:01:14:02 - 00:01:14:17
and EdTech provider and then

00:01:14:17 - 00:01:18:05
analyze how the company describes itself

00:01:18:27 - 00:01:21:08
and its service,

00:01:21:25 - 00:01:25:01
which has set out from this
how our IQ database

00:01:25:18 - 00:01:31:00
Firstly, we need to be aware of how
IQ is a For-Profit Education Market

00:01:31:00 - 00:01:33:26
Intelligence Agency closely linked

00:01:34:05 - 00:01:37:00
with EdTech Investment
and financialization.

00:01:37:24 - 00:01:41:29
Even so, the growing list
of educational technologies

00:01:41:29 - 00:01:45:16
provided in a database
is helpful to our analysis.

00:01:46:03 - 00:01:48:28
So let's have a look at what we have here.

00:01:49:18 - 00:01:52:28
I'm go to choose the Higher Education
Section,

00:01:53:12 - 00:01:55:26
the learning environment category,

00:01:56:11 - 00:02:00:09
and go to the platform of Echo 360

00:02:01:12 - 00:02:03:06
to analyze this platform.

00:02:03:06 - 00:02:06:06
We can focus on the what we do a section

00:02:06:18 - 00:02:08:25
and the here are four categories.

00:02:09:07 - 00:02:12:29
In this video I'm going to focus
on the first three categories.

00:02:13:09 - 00:02:17:00
And you can analyze the fourth
category in the do section.

00:02:18:09 - 00:02:19:25
Now let's go to the first

00:02:19:25 - 00:02:21:29
category to recording and streaming

00:02:23:24 - 00:02:25:10
from back page when you see

00:02:25:10 - 00:02:28:21
the Echo
360 is a video management software

00:02:29:14 - 00:02:31:18
it advertises is easy

00:02:31:26 - 00:02:34:16
entry to lecture capture function

00:02:35:02 - 00:02:38:08

which can record a live stream
at a same time

00:02:39:01 - 00:02:41:17
according to the web pages,
service is simple

00:02:41:24 - 00:02:46:01
which means that you can use the service
on various devices.

00:02:47:00 - 00:02:49:16
In addition, it also provides video

00:02:49:24 - 00:02:53:03
storage and transcriptions.

00:02:53:03 - 00:02:59:17
Now, let's look at the second category
video management.

00:02:59:17 - 00:03:03:19
You can see
here are some combinations of texts

00:03:03:20 - 00:03:08:01
and illustrations,
a current in a critical web page.

00:03:08:21 - 00:03:12:15
And the platform offers instructors
a personal library

00:03:12:27 - 00:03:16:11
where radio content can be published,
tracked,

00:03:16:11 - 00:03:18:20
edited, shared and embedded

00:03:20:12 - 00:03:24:05
and can have a closer
look at a search function.

00:03:24:06 - 00:03:28:21
Here is said that you can easily
find what you are looking for,

00:03:29:11 - 00:03:33:28
whether a phrase spoken in a video
or word in personal notes.

00:03:34:26 - 00:03:37:17
And this will leverage
a diversity of content

00:03:37:25 - 00:03:40:08
that other video platforms don't have.

00:03:41:17 - 00:03:41:29
Let's have

00:03:41:29 - 00:03:44:22
a look at the illustration on the left.

00:03:45:03 - 00:03:47:21
This is an interface of a search bar.

00:03:48:11 - 00:03:50:13
So this is a search bar.

00:03:51:06 - 00:03:53:29
let's look at the search result.

00:03:53:29 - 00:03:56:18
So here we can see at a certain point,
result includes.

00:03:56:18 - 00:04:01:19
Transcript that indicates a specific time
that the keywords appeared in the video.

00:04:02:15 - 00:04:05:00
The search result also include PowerPoint

00:04:05:25 - 00:04:07:27
notes and discussions.

00:04:08:26 - 00:04:11:25
So what's behind

00:04:11:25 - 00:04:16:12
the message is how Echo 360 helps
transform video

00:04:16:24 - 00:04:19:12

content
in the digital learning environment.

00:04:20:10 - 00:04:24:29
Recorded lectures are captioned
transcribed rendered text

00:04:24:29 - 00:04:28:24
searchable over with the support of third
party developers.

00:04:29:12 - 00:04:33:10
And you can find this third party
developers about us page

00:04:34:09 - 00:04:38:21
students and instructors
therefore participate in a production

00:04:38:21 - 00:04:43:23
of valuable educational content
in conventional and remote classrooms.

00:04:44:15 - 00:04:48:16
This section provides
a first indication to our question

00:04:48:26 - 00:04:53:09
of the convergence of vido management
and engagement analytics.

00:04:54:04 - 00:04:56:24
Given
the involvement of corporate partners

00:04:57:08 - 00:05:01:15
such as Amazon Web Services
and Dell, you'll be interesting

00:05:01:15 - 00:05:05:29
to learn whether or to what extent
educational video content

00:05:06:05 - 00:05:10:05
is used to train commercial
automatic speech recognition systems

00:05:10:14 - 00:05:13:04

and natural language
processing applications.

00:05:13:29 - 00:05:18:24
However, on this webpage, we can't find
those detailed information about this.

00:05:20:14 - 00:05:24:00
It is of interest to see that dashboards

00:05:25:10 - 00:05:27:28
administration side

00:05:28:22 - 00:05:29:25
look somewhat here.

00:05:29:25 - 00:05:35:11
Yes, the data about the cloud usage,
student activities and media views

00:05:35:20 - 00:05:38:16
are collected
and visualized in this dashboard,

00:05:39:25 - 00:05:42:21
and this can serve as a starting point.

00:05:42:29 - 00:05:46:02
If you want to develop flowcharts diagrams

00:05:46:02 - 00:05:51:01
for detailed of Echo360's
administrative reporting,

00:05:51:21 - 00:05:54:20
you can also include the implications
for students,

00:05:55:00 - 00:05:58:04
instructors
and institutional relationships.

00:05:59:20 - 00:06:02:26
Now let's go to the third category

00:06:02:26 - 00:06:07:12
vido learning and engagement.

00:06:08:13 - 00:06:12:00
We can see that these websites aim
to present

00:06:12:09 - 00:06:14:14
the learning environment on the platform,

00:06:15:26 - 00:06:18:16
and the learning environment

00:06:19:00 - 00:06:21:23
is apparently multi-modal
and multi-screen now.

00:06:22:05 - 00:06:27:05
Echo three 60 That means recorded lectures
and various engagement

00:06:27:05 - 00:06:31:26
tools are accessible from laptop computers
and mobile devices.

00:06:32:17 - 00:06:36:00
For example,
look at the students response section.

00:06:36:20 - 00:06:37:25
It says that

00:06:38:24 - 00:06:40:16
it shows that

00:06:41:13 - 00:06:44:09
student engagements is measured

00:06:44:20 - 00:06:50:00
to be brought by this digital tools
that pose multiple type of questions.

00:06:50:02 - 00:06:50:20
Right?

00:06:50:20 - 00:06:55:11
And this interface can appear
in the middle of the middle of video

00:06:55:19 - 00:06:57:23
or in the middle of presentation.

00:06:58:25 - 00:07:00:26
And also

00:07:00:26 - 00:07:03:03
the context from notes is interesting

00:07:03:18 - 00:07:08:02
because what is special
about notes on echo 360

00:07:08:12 - 00:07:12:15
is that it can link
the notes to presentations and videos

00:07:13:04 - 00:07:16:25
so that students can jump straight
from their own words

00:07:17:04 - 00:07:22:04
to those of the instructor
and replay the entire learning experience

00:07:23:06 - 00:07:25:28
So what this means is that students' notes

00:07:26:09 - 00:07:30:04
are also integrated
into this digital learning environment.

00:07:30:24 - 00:07:34:03
And those are digitize
and not directly linked

00:07:34:03 - 00:07:37:09
to specific content or moments in videos.

00:07:38:13 - 00:07:40:23
And this can lead us to some questions.

00:07:41:06 - 00:07:44:21
Firstly,
what are the effects of turning videos

00:07:44:21 - 00:07:47:10
and lectures into a learning environment?

00:07:48:02 - 00:07:53:20

To be more specific, How these affordances
might reshape both in-person

00:07:53:20 - 00:07:57:05
and remote classroom architectures,
and in turn,

00:07:57:15 - 00:08:01:23
how those multimodal architectures
might affect learning experiences.

00:08:02:26 - 00:08:05:19
We can think of some possible answers
here.

00:08:05:19 - 00:08:06:09
For example.

00:08:06:09 - 00:08:12:07
Firstly, instructors may have more work
to do new skills to learn

00:08:12:16 - 00:08:16:22
in navigating student engagement
in a multimodal environment.

00:08:17:11 - 00:08:22:05
Secondly, the archive of these videos
can be available asset

00:08:22:16 - 00:08:24:21
for institutions and the platforms.

00:08:25:14 - 00:08:30:11
And lastly, a digital notes and responses
might serve as new metrics

00:08:30:16 - 00:08:33:19
to evaluate students academic performances

00:08:35:20 - 00:08:39:29
So in the next "Do" section

00:08:40:28 - 00:08:44:26
you are going to analyze
the last category: analytics

00:08:46:08 - 00:08:48:13

You should use discourse analysis

00:08:48:13 - 00:08:50:29
to examine how it presents itself

00:08:51:14 - 00:08:55:05
and also analyze
some hidden messages that you can find

00:08:56:03 - 00:08:58:09
then in an Explorer section,

00:08:58:09 - 00:09:03:15
you can use some interpretive method
to analyze specific graphics

00:09:03:27 - 00:09:07:08
figures and illustrations

00:09:07:08 - 00:09:10:18
on website
because you may have already noticed

00:09:10:29 - 00:09:14:03
this illustrations are a central component

00:09:14:12 - 00:09:17:11
of how edtech platforms markets
their products.

00:09:18:05 - 00:09:20:04
Explain those.

00:09:20:04 - 00:09:24:12
The illustrations presences, for example,
how they reimagine education

00:09:24:21 - 00:09:27:00
in terms of educational architecture.

00:09:27:13 - 00:09:28:14
You can also

00:09:29:14 - 00:09:31:03
analyze its absences.

00:09:31:03 - 00:09:33:05
What are the potential risks?

00:09:33:05 - 00:09:37:14
The harm is that are concealed
from these websites,

00:09:38:19 - 00:09:41:13
and you can also find some detailed
information and guidance

00:09:41:13 - 00:09:45:20
from our module web page
And thank you for listening