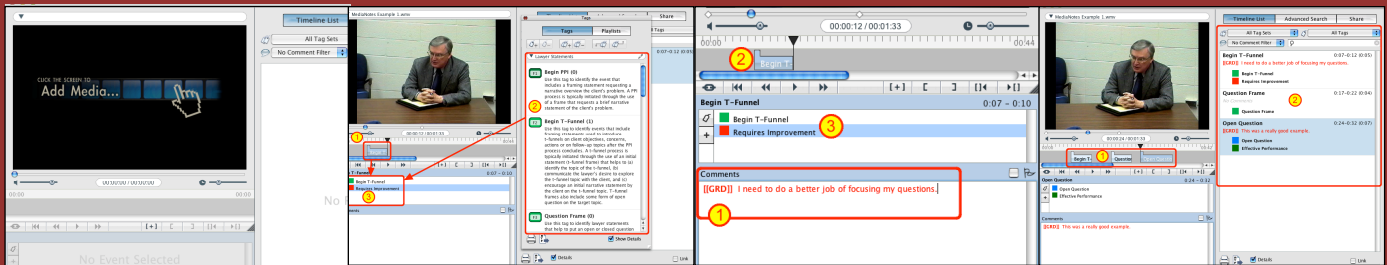


MediaNotes: How it is Used



No More Lies

Many courses in law, business and education make use of practice scenarios. The scenarios allow students to move theoretical knowledge into the practical realm. And what often happens? Students find that what they thought they understood in theory is much harder to implement in practice.

But there is something they don't realize. The gap between what they know they should do and what they actually do is larger than they believe.

We have all received critiques and thought to ourselves, "I don't do that", even as we smile and thank our critic for their constructive criticism. So where does the truth lie? How can we objectively give and receive feedback?

Video offers a powerful tool for solving this problem. The video doesn't lie. If you twitched, it's there. If you don't maintain eye contact, it's there. So why isn't video used more extensively to review student performances?

Because it is difficult to give feedback and match it up with the video. This is the problem that MediaNotes sets out to solve.

This article will demonstrate how MediaNotes is used for a single exercise in the Legal Counseling course at the Brigham Young University School of Law. Some of the details have been simplified a little but all of the key concepts will be explained.

Case Study

Larry Farmer, Professor of Law and co-developer of MediaNotes uses MediaNotes extensively in his Legal Counseling courses. The goals of this course are to:

1. Teach fundamental interviewing/counseling concepts and techniques.
2. Convert concepts and techniques into skills through the use of recorded practice exercises, self-evaluation and feedback.

Exercise Overview

The exercise we are going to look at follows this format:

1. The concepts and techniques for the exercise are taught.
2. A mock scenario is given to the students where they will be able to exhibit their understanding of the concepts and ability to effectively use the techniques.
3. The instructor prepares Tag Sets in MediaNotes listing the skills that the students are to demonstrate in the exercise.
4. Working in pairs, the students simultaneously perform their exercises in class. A video recording of each performance is captured on student laptop computers as they perform the exercise.
5. The students use MediaNotes to efficiently analyze their performance using the Tag Sets provided by the instructor.
6. Students then post their MediaNotes project files and videos to a network location where they can be downloaded by the instructor, and other reviewers, who provide feedback to the students.
7. The project file is finally returned to the student, allowing them to review the feedback they have received.

Let's look at this process in more detail.

Exercise Setup

Teach Concepts

The exercise we are going to look at focuses on the “T-funnel” method— a commonly used interviewing technique. T-funnel methods are first taught through the use of reading material, lectures and class discussions and then, finally, in practice exercises. The practice exercises target following skills:

- Recognizing appropriate topics (or events) for the t-funnel method.
- Roadmapping a transition from Preliminary Problem Identification to Detailed Fact Gathering interview phases.
- Using frames to initiate t-funnel processes.
- Encouraging client narratives and using open questions to acquire as much information as possible.
- Framing open and closed follow-up questions.
- Asking appropriate closed questions to obtain specific details and technical information.
- Using summary methods.
- Sticking with a topic until it has been thoroughly explored.
- Concluding a t-funnel process.

Prep Materials

The students then receive an assignment preparation packet. This includes a client fact scenario and legal memorandum which briefs them on the legal issues their client will bring to the mock interview.

Exercise Setup Overview

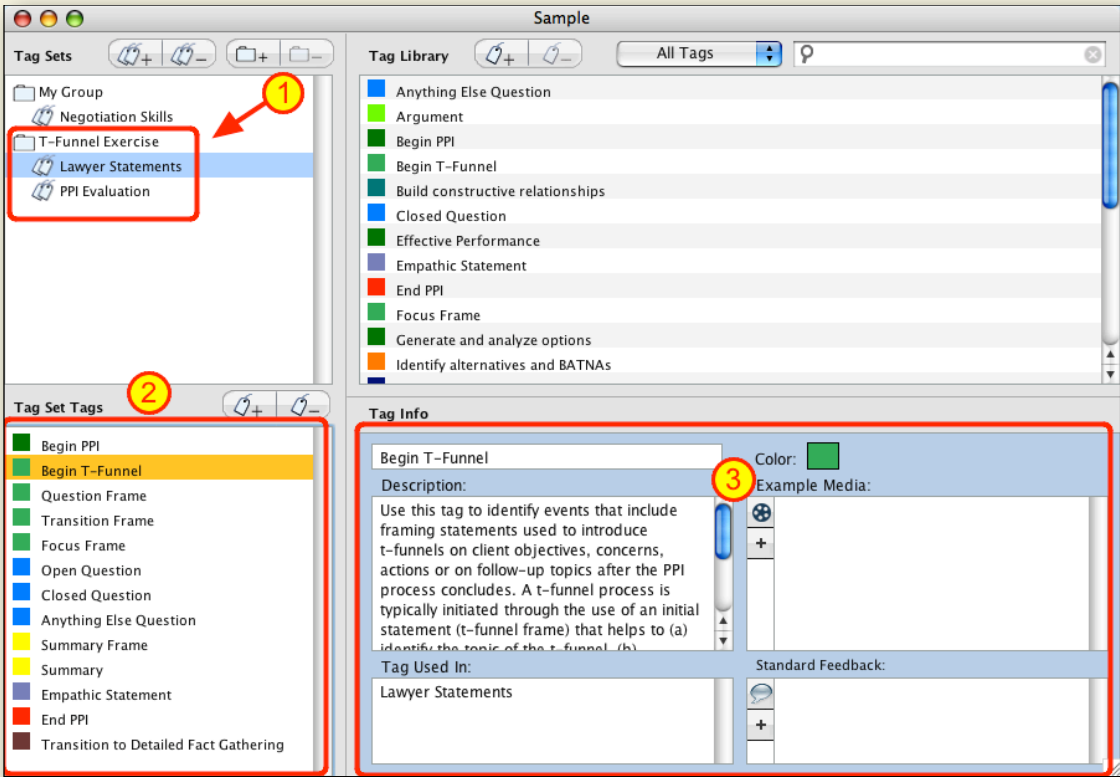
1. Teach Concepts
2. Prep Materials
3. Record Performances

Exercise Setup (cont'd)

The instructor prepares several Tag Sets in MediaNotes. The students will use these Tag Sets to analyze their performances.

Record Performances

The students are divided into pairs. They each take turns interviewing the other. The performances are recorded using webcams (with microphones) that are attached to a USB port on the student laptops. Each exercise takes about 20 minutes to complete.



The screenshot displays the MediaNotes application interface. The 'Tag Sets' panel on the left shows a hierarchy with 'My Group' containing 'Negotiation Skills', 'T-Funnel Exercise', 'Lawyer Statements', and 'PPI Evaluation'. A red box highlights 'Lawyer Statements' with a yellow circle '1' and an arrow. The 'Tag Library' panel on the right lists various tags with colored icons. The 'Tag Set Tags' panel at the bottom left shows a list of tags for the 'Lawyer Statements' set, with 'Begin T-Funnel' highlighted in yellow and a yellow circle '2'. The 'Tag Info' panel at the bottom right shows details for the 'Begin T-Funnel' tag, including a description, color selection, and 'Tag Used In' list, with a yellow circle '3' highlighting the description field.

This is a screenshot of the tool the instructor uses to create the Tag Sets.

1. A group is created for the assignment with two Tag Sets (“Lawyer Statements” and “PPI Evaluation”).
2. This is a list of the tags included in the current Tag Set (“Lawyer Statements”).
3. This is the detailed information for the selected tag (“Begin T-Funnel”) Here the instructor can add a description of the tag.

Analyze Performances

After completing the exercise, the students use MediaNotes to open an instructor supplied t-funnel evaluation project file that contains exercise specific tag sets.

The students add the exercise video file to the project. They can now begin to analyze their performance. Here is an example of the instructions they are given.

Step 1: “Create & Classify Events” Supplemental Instructions

- a) After creating events for each lawyer statement, use the T-Funnel Events tag set to classify the applicable aspects of your performance in each event. MediaNotes allows users to apply more than one tag to an event which means that you can use the T-Funnel Events tag set to classify your lawyer actions from multiple perspectives.
- b) To fully classify your performance in this exercise, you should apply all applicable tags to each event.

Step 2: “Evaluation Guidelines & Certification” Supplemental Instructions

- a) After creating and tagging all events, use the T-Funnel Evaluation tag set to identify five lawyer statements that you handled well (Effective Performance tag) and ten lawyer statements that weren't handled so well (Requires Improvement tag).
- b) Each time you classify a lawyer statement with the Effective Performance tag you should add a comment to the event describing what you did well in the statement.
- c) Each time you classify a lawyer statement with the Requires Improvement tag you should add a comment to the event describing what did go well and what you could do to better handle the situation if you were to repeat the exercise.

Submit for Review

After the student completes a self-analysis, the video and MediaNotes project are packaged into a single file and sent to the instructor for review. The instructor reviews the student's self-analysis and provides feedback.

Finally the project file is returned to the student so the feedback can be reviewed.

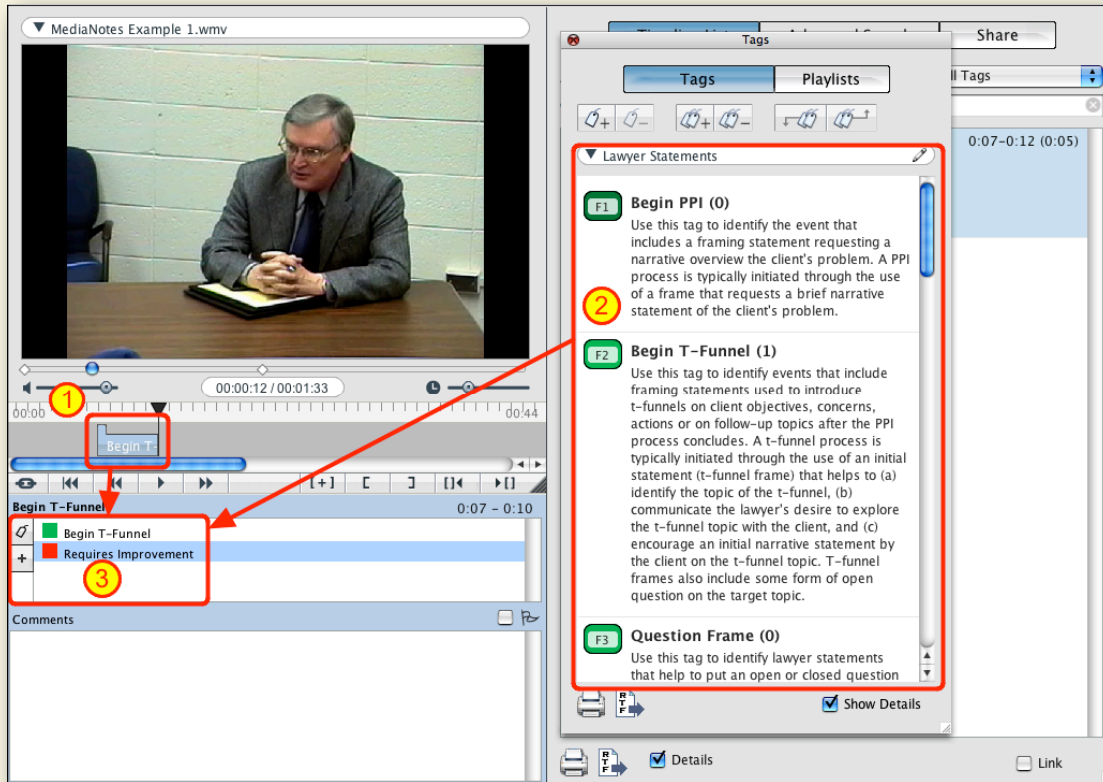
Summary

MediaNotes facilitates clear communication through this process. There can be very little dispute about what the student did or did not do. It is all there in the video. The student can see the performance as can the instructor. Real, not imagined results are driven through this teaching approach because:

- Students are able to closely examine their performances.
- Tags encourage students to see their performances from more than one perspective
- The techniques being taught are driven home by practice, review, self-evaluation and feedback.
- Students and professors are able to efficiently evaluate individual elements of the exercise.

MediaNotes significantly facilitates this type of detailed, focused analysis and feedback. It is this type of feedback that can promote not only true understanding, but actual application of the skills, techniques and principles you are trying to teach.

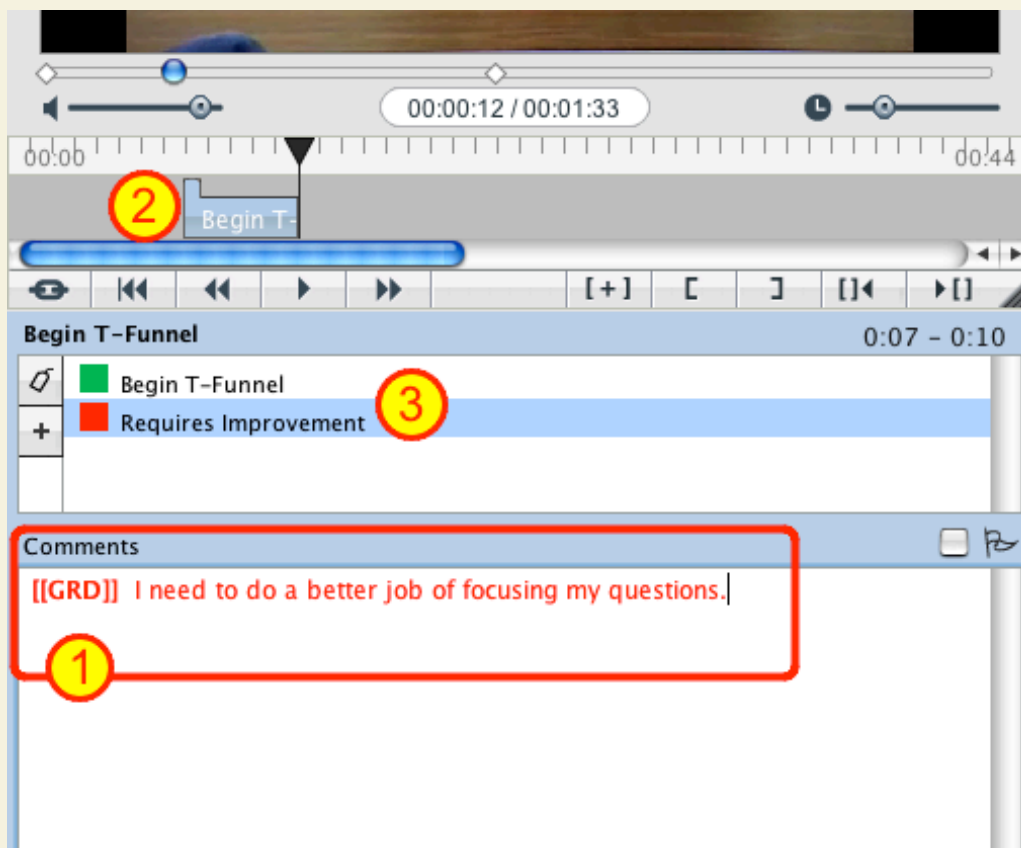
Additional Screen Shots



Here you can see the Tags in the project file. The students create events and then add tags to the events.

1. This is the event that we have created. It has a start and end time in the video.
2. This is the Tag Palette in Show Details mode. This lists all of the tags in the instructor provided current Tag Set.
3. This is the Event Inspector. By dragging a tag from the Tag Palette (2) here we can add as many tags as we like to describe this particular event. Remember, all of these tags in this exercise are provided by the instructor.

Additional Screen Shots



Here you can see we have added a comment (1). The comment is attached to the Event (2). You can also see the Tags that are attached to this event (3).

Additional Screen Shots

The screenshot displays the Medianotes application interface. On the left, a video player shows a man sitting at a desk. Below the video is a timeline with three event markers: 'Begin T-' (circled in red with a yellow '1'), 'Question' (circled in red with a yellow '1'), and 'Open Questio' (circled in red with a yellow '1'). The video player also shows a progress bar at 00:00:24 / 00:01:33 and a 'Comments' section with the text '[[GRD]] This was a really good example.'.

On the right, a 'Timeline List' panel is visible, containing a search bar and a list of events. The events are:

- Begin T-Funnel** (0:07-0:12 (0:05)) with comment '[[GRD]] I need to do a better job of focusing my questions.' and tags 'Begin T-Funnel' (green) and 'Requires Improvement' (red).
- Question Frame** (0:17-0:22 (0:04)) with 'No Comments' and tag 'Question Frame' (green). A yellow circle with the number '2' is next to this event.
- Open Question** (0:24-0:32 (0:07)) with comment '[[GRD]] This was a really good example.' and tags 'Open Question' (blue) and 'Effective Performance' (green).

The interface also includes a 'Details' checkbox and a 'Link' button at the bottom right.

On this screen several more Events have been created and tagged. As more events are created they appear on the timeline (1) and in the list to the right (2).