Extending Interactions with Text and other Media: EXIT-M
"We had the experience but missed the meaning, and approach to the meaning restores the experience in a different form....."

(T.S. Eliot, The Dry Salvages)
“EXIT-M focuses on conversion of students’ often surface engagement with highly text-orientated media (as commonly placed within VLEs) to more sophisticated interactions with multimedia, organised to promote and encourage conversion of surface to deeper learning [1]”.
Concern and debate

The concern and debates around conflict in instructional design about the ‘dumping of teaching materials’ phenomenon still persists in 2013.

"A lot of these e-learning courses say 'Just got to get the content right. Bang it up in the website. Have a bit of a debate on the page underneath and that's good enough'". Heppel [8].
EXIT-M:

Media = Voice, images, video, music, art, artefacts/products, text, virtual worlds, games, web pages, articles, chapters, visiting speaker/expert, government or legal document, a clinical or other skill demonstration …… etc
ENCOUNTERING THE EXIT-M (EXTENDING INTERACTION WITH TEXT) CONCEPT: A ‘TRUE APOCRYPHAL STORY’

The Centurian
So what are the emphases within EXIT-M i.e. Learner and Learning Focused

- schema formation,
- schema re-formation/re-organisation and elicitation of ideas
- memory, and
- internal scaffolding as a product of metacognition and learning through dialogue.
Theorization: From surface to Deeper Learning

A learning trajectory informed by 4 key ‘phase’ questions

1. How can we give learners a reason and a way to pay attention to a medium (attention and engagement; transactions)?

2. How can we give learners ways of interacting with a medium (transactions and deeper processing beyond the ephemera of the experience)?

3. How can we get learners to replay their individual processing of the medium (metacognitive, translational and reflective dimensions, stretching ephemera)?

4. How can we engage learners in sharing their experience and processing of the medium (social construction and negotiation of meaning and evaluation of the experience to impact on learning that lasts)?
Approaches/Practical Frame for EXIT-M Activities (Focus on Learners being Active in Significant Engagement with Media – Beyond Surface Interactions) STRATEGIES for engagement

1. Elicitation of previous knowledge (‘Starting where learners are at’)
2. Establishing purposes (Creating or influencing reasons to engage)
3. Locating information
4. Adopting an appropriate strategy (Providing ways to engage with a medium)
5. Interacting with text (Engaging and processing the experience of a medium)
6. Monitoring understanding (Reflecting, ‘self-talk’ and discussing experiences and interpretations)
7. Making a record (Capturing and interpreting aspects of the experience)
8. Evaluating information (Reasoning and justifying the ‘record’)
9. Assisting memory (By repeat processing of information and ideas and insertion into dialogue)
10. Communicating information (Through discussion of extracts from the experience of a medium)

(Adapted from Lewis and Wray [3])
EXIT-M = A learning trajectory informed by 4 key ‘phase’ questions

1. How can we give learners a reason and a way to pay attention to a medium (attention and engagement; transactions)?

   Enhanced perception can be influenced by providing a variety of sensory media exposures (such as multimedia clips in YouTube etc.) and may impact upon greater match with learning preferences and motivations to encourage an individual to pay attention to the medium in the first place.

(e.g Cancer Nurses and the Patient’s Journey)
2. How can we give learners ways of interacting with a medium (transactions and deeper processing beyond the ephemera of the experience)?

This element includes planning for learners to make transactions with the medium:

- **Precise** the 5 main ideas and say why you selected them
- **Summarise** the 6 most important facts and say why you selected them
- **Raise 3 questions, 3 observations** and any concerns
- **Design 10 questions** that would help a someone to gain from interacting with this medium e.g. a journal article
- **What are the key implications** of this (experience from the medium) for practice/future action
- **Record three things that resonate** with you

With text,

- As a group, **interact with a word document using the ‘comments’ tool**. Produce a final version with questions/challenges at points in the text that will show your understandings and help others to engage with it
- **Read a word document** (seeded with tutor’s questions/challenges inserted via the comments tool). **Discuss** the responses in groups.
3. How can we get learners to replay their individual processing of the medium (metacognitive, translational and reflective dimensions, stretching ephemera)?

Deepened engagement and learning is proposed by furthering interaction with the medium, through translation tasks such as changing an audio-visual form to a text or diagrammatic form, writing a precise, or constructing a related ‘elevator conversation.’

Capturing experiences and promoting reflection
4. How can we engage learners in sharing their experience and processing of the medium (social construction and negotiation of meaning and evaluation of the experience to impact on learning that lasts)?

The processes in 2 (interactions) and artifacts from 3 above can then act as a feed into further extension of interaction and deeper processing through discussion e.g. involving use of online, synchronous and asynchronous discussion, voice technologies within a VLE, Twitter, Web-logging, Skype or Sight Speed communal calls and engagement in other social networking environments.
CONCLUSION

Design for engagement so as to impact upon deeper learning from media is conceptualised here in the EXIT-M model.

The model may serve to describe what many good designers and teachers do already and may perhaps stimulate others to do things better and to do better things with text and audio visual media objects online, if they are to achieve any true status as ‘learning objects’.
REFERENCES


Case illustration:

Audio of lectures online/podcast ....... From ‘Quick Fix’ to ‘intelligent deployment’
<table>
<thead>
<tr>
<th>Continuum of outcomes, related to a continuum of dialogues</th>
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EXIT-M: Extending interactions e.g.s from my classes

Read/Watch/listen to this and highlight/record the three most important sentences/points, ideas, facts ........

Watch/listen and raise three questions that would be useful for someone to ask to help their understanding, and provide the answers .....

Listen/watch and retell this through the eyes of one of the characters .......

Read this and highlight the 5 most important sentences and write about why you chose ........

Each take a chunk of the text (medium) and write a precise ....compile

Give a three minute presentation summarising the experience of the medium ..... As text, audio, multimedia

ANYTHING that encourages more than superficial reading, watching or listening ........ And sharing it with the tutor and peers in dialogue and question and answer modes!
Small Print/ Disclaimer/ Bid for going with a risk ….. etc

We will have to use a little license and creativity in the discussion activity as, in most circumstances, you would be applying EXIT-M approaches in your own, unique chosen, authentic context. It may be helpful to select a medium from your own sources of current or proposed teaching activity……. Time is the enemy!
Tasks: Imagine how we could EXIT-M?

- Video
- Paper review (Schofield EXIT-M; EXIT-M Resources)
- Listening to podcast
- Interacting with assessment feedback
Task/s or Homework!

1. Reflect on medium/media
2. Consider EXIT-M as a way of planning to deepen learning
3. Capture your thoughts/Reflect
4. Feedback and Discussion (on the boat?)
5. Say hello in email schom@edgehill.ac.uk
Over to you
What has arisen?

- Questions
- Observations
- Resonances
- Advice