

**selfdirected media assisted learning lectures &**
**Process Analysis Reflection Tool**

In principle, the name of the smallPART tool contains two extreme cases of the use of videos as use cases: on the one hand, the use of didactically prepared video material, which can even contain tasks for individual points in time in the video sequences (learning lectures) and, on the other hand, the use of didactically largely unprocessed material, which has not been prepared apart from the targeted selection of content for the intended purpose (process analysis). For these two extreme cases, here are some examples that roughly outline the two categories as extreme cases.

Learning Lectures	small PART Process Analysis
e.g.: Lecture video or interactive, virtual presentation	e.g.: Video from a surveillance camera or recording of an experiment or similar
<ul style="list-style-type: none"> <li>• compilation of multimedia material, e.g. in the form of a PowerPoint presentation (virtual lecture)</li> <li>• supporting learners through Integrating guiding questions in the form of:               <ul style="list-style-type: none"> <li>o from comments</li> <li>o Guiding questions</li> <li>o Tasks</li> </ul>               at individual points in time of the video             </li> <li>• possibility of audience questions also pecific slide areas through markings in the the image</li> <li>• asynchronous response including focusing of individual points in the video by markers in the image</li> <li>• all see all contributions, comments and questions to identify points in need of clarification and and provide transparent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Videographed real situation</li> <li>• central observation task or question</li> <li>• Individual viewing of the video by users</li> <li>• Commenting on individual points in time</li> <li>• Markings in the video image for Clarification of observations made</li> <li>• Observer inputs are only visible to the leader</li> <li>• individual, uninfluenced individual evaluations, opinions and -services can be obtained</li> </ul> <p>Use for independent, multi-perspective evaluation/interpretation of situations, processes or created videos as media, possibly with references to individual points in time in the video.</p>

Within this continuum, there are an infinite number of possibilities to design a tool that is optimised for the corresponding purpose. Scenarios ranging from video-based teaching with feedback to the recording of individual perspectives and assessments are thus feasible.