

Item	Student-created multimedia field notes
Introduction	During regular courses, students were presented with topics and themes to reflect on and explore in the city. They were asked individually to take photos or short videos from around the city which were then used as input for discussion in the face-to-face workshops, where the material students themselves had gathered helped exploration of the course themes. Capture and analysis of visual material in this way was also designed to help students with their main assignment for the unit which was a group video. To capture these multimedia “field notes” students used Padlet, a simple collaborative application for gathering and sharing text, images, video or files. The teacher created a Padlet “Board” for different themes in the course, and these were embedded in the relevant sections of the Blackboard course.
Type of institution involved	University of Bristol
Title of the methodology used	Student-created multimedia field notes
Type of educator	Teachers
Tool/tools used	Blackboard and Padlet
Main Challenges, Key Success and Enabling Factors	The exercise itself, of taking visual field notes which were then uploaded to Padlet, allowed students to extrapolate from course material, and discover for themselves how themes and issues can be seen happening in the city of Bristol. In this way, Padlet allows for an application of course content outside the classroom, and on an individual student basis. The activity provided high volume of material produced by students to use in the workshops, and it gave students a sense of ownership, as they had taken the pictures or videos used.
Lessons Learnt and Recommendations	The practice of visual analysis of their multimedia field notes, e.g. explaining why they took certain photos, helped students with development of the final group videos in which they were creating a critical narrative.
Country	UK
Name of the Institution/Education Center	University of Bristol