Using Media in Teaching and Learning
What is CollegeAnywhere™?

- Cloud based tools and resources for rich media
- Serving teaching and learning – education and non-profits
- Non-profit, Philadelphia region based
- Driven to provide for rich media needs at the lowest possible cost
- Resides on AWS
- Development, support, helpdesk accessible to all users
CollegeAnywhere™ Partners

PADLA
PENNSYLVANIA/DELWARE/NEW JERSEY DISTANCE LEARNING ASSOCIATION

Blackboard learn+

canvas
BY INSTRUCTURE

brightspace
by D2L

WebStudy®
CollegeAnywhere™ Tools

- **Content Upload Tool**
  - Files uploaded and converted to be delivered online without the original application

- **Video Upload Tool**
  - Upload institution/instructor created content
  - Desktop webcam recording
  - Student uploads managed by instructor
  - Share resources across institution/system if desired
CollegeAnywhere™ Streaming

- Searchable and **Bookmarkable**
- ADA Compliant with **Captioning and alt. controls**
- Mac and PC - Windows or Linux – iOS, Android
- **High quality video** broadband and dial-up
- Unlimited Instructor-defined **Bookmarks**
- Seamless Integration with **your LMS**
- Campus and proxy server access through web portal
LMS Integration

- Integration through LTI (Learning Tools Interoperability) or Blackboard Building Block
- Works like other Materials
- Users authenticated by the LMS
  - No student identity on CollegeAnywhere
  - Faculty/instructional designer one time account creation/account connection
- Web interface available
- Change your LMS – the content is still on CA
CollegeAnywhere™ Streaming Producer Partner Content

- **Annenberg Learner** Digital Libraries
- **Governors State University** Digital Library
- The **Business Library** *from Quisic*
- The **Directors Series** *from Chilmark Programs*
- and other educational content producers
Great Expectations: Students and Video in Higher Education

❖ A SAGE White Paper by Elizabeth Leonard, MSLS, MBA
   Executive Market Research Manager, SAGE


❖ *What students look for beyond required content*
Key Findings

- Students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes.

- In addition to watching videos because they are assigned or shown during class, 79% of students voluntarily watch videos to enhance their understanding of a topic, to better understand material introduced in class, to learn the steps necessary to do something successfully, to understand the practical application of a theoretical concept, and to find a video that they can use during their own presentations.
Key Findings

- Students are largely unaware of resources that their libraries are providing access to and instead find videos either because their instructors pointed them out or they searched YouTube and Google. Only 32% of students report searching for videos in the library or on the library’s website.
Impact of Educational Video
Greenberg and Zanetis (2012)

❖ *Interactivity with content*—the learner relates to visual content, whether verbally, by note taking or thinking, or by applying concepts.

❖ *Engagement*—the learner connects to the visual content, becoming drawn in by video, whether on demand or in real time.

❖ *Knowledge transfer and memory*—the learner may remember and retain concepts better than with other instructional media.
Method

- Literature review
- Surveys – 1,673 students, 49% undergrad, 33% grad/post grad, rest did not report – 43% North America
- 9 interviews
Why students watch video

- It’s shown during class/required viewing
- Help in understanding
- Specific to course/studies for additional information
- Ability to watch/rewatch
Why makes a compelling video?

✧ Charismatic or compelling speaker
✧ Real life examples
✧ Quickly judge:
  ✧ Does it fit?
  ✧ Will it hold interest?
✧ “Entertainment” not important
How long should a video be?

🔹 Most respondents 5 – 20 minutes
🔹 <1% report watching the entire video
🔹 Tolerance varies
 🔹 “Depends on the relevance and style of the video”
🔹 Case study: Jeff
Conclusion

- Desire to increase learning
- Materials which “make sense” of the course material
- Bring the topic to life – multiple voices in relatable ways
What Makes an Online Instructional Video Compelling?

Melanie Hibbert, School of Continuing Education, Columbia University

http://er.educause.edu/articles/2014/4/what-makes-an-online-instructional-video-compelling
Key Takeaways

- Instructional videos often a key component in online learning
- Analytics from platform and student in-depth interviews
- Videos with high number of views often have direct connection to course assignments
Analytics

- High view numbers = direct connections to course assignments
  - Prototype of a key course assignment
  - Discussion forum (and posts tied to participation grade)
  - Multisensory/multiple cue experience
Viewing time

Average viewing time = 4 minutes
What students are looking for

- Instructor presence
- Multimedia
- Visuals
- Production values “appreciated” but could also be intrusive/distracting – content and getting point across key
Viewing habits

- Often mirror “sitting in a class”
Summary

- Tie directly to course/assignment
- Faculty use conversational language
- Add elements to supplement the content – should not convey info students can read
- Production values – sound, lighting, graphics
- 4 minute time finding – chunk longer content
Effectively Designed Videos

- Grab attention
- Real life examples
- Stimulate discussion
- Bring multiple perspectives
- Involve students in creation
Risks

- Less active experience
- Not easy to scan
- Expertise reversal effect
- Poor message or design
- Poor choice of formats – is text better/available
On the website

- Questions to consider
  - ? Does video make sense
- Preparation questions
- Downloadable template
The Student as Creator

The Value of Student Created Videos in the College Classroom – An Exploratory Study in Marketing and Accounting

Henry Greene and Cheryl Crespi, Central Connecticut State University in International Journal of Arts & Sciences

The Student as Creator

- Challenge: lack of technical “know-how”
  - Expertise not necessarily as assumed

- However, findings
  - Deeper learning
  - More engagement
  - More active learning
  - More personal involvement/investment
  - More entertaining – experience
The Student as Creator

More findings

- Work and bond outside classroom
- Cooperative engagement, especially in circumstances where students need more opportunities to work cooperatively and in groups
The Student as Creator

✧ Multimedia Assignments: Not Just for Film Majors Anymore

✧ Danny Ledonne, videographer, filmmaker, adjunct instructor, Adams State University, CO in The Chronicle of Higher Education

✧ http://www.chronicle.com/article/Multimedia-Assignments-Not/145939
Multimedia Assignments: Not Just for Film Majors Anymore
Multimedia Assignments: Not Just for Film Majors Anymore

- Media production engages a variety of skills and learning styles.
- Media production can deepen students’ engagement in their topic.
- Media production is highly "shareable" long after final grades are posted.
CA Tools and Resources

- Upload Tool – Video
  - Desktop Recording
  - Student Submissions
- CA Collections
CA Offers
for PADLA Conference Attendees

✧ Sign up to learn more/schedule a demo
  
  ✧ Free offer with purchase of tools or collections
    ✧ Free use of The Business Library
  
  ✧ One sign up will be awarded a prize
Final Thoughts, Questions, Experiences?
Thank you!

John Kahler
john.kahler@collegeanywhere.org
(855) 227-8732 ext 2
collegeanywhere.org

Matt Ditnes
matt.ditnes@collegeanywhere.org
(855) 227-8732 ext 7
collegeanywhere.org