Developing Best Practices for Using Video to Support Student Learning in Online Courses

Kristin Bittner, Dean Blackstock, Kadian McIntosh, Cece Merkel
Who are you?

- Faculty Member
- Adult Student
- Administrator
- Instructional Designer
World Campus

• Launched Spring 1998
  – 5 programs and 8 enrollments

• Today
  – Over 90 programs
  – 2nd largest campus of Penn State
  – Fastest growing component of Penn State
  – Serves learners in all 50 states, the District of Columbia, three territories, and 54 countries
M+LD Team

• Media and Learning Design
• Collaboration between the production capacity of WPSU and the Learning Design staff at the World Campus

inspiration.psu.edu
Outline

• Incorporating video into courses
  • Our journey
  • General guidelines from past research
• Media examples
• Evaluating impact
• Next steps
Student Expectations

• Connect me to the University
  – I’m paying for the WHOLE experience, so don’t leave me out here all alone

• Make it meaningful to me
  – I want course material to relate to my work and life experience (and vice versa)

• Help me focus on what’s important
  – I’m really busy
  – I need this wherever I am
Our Journey

• What works?
• What does the literature say?
• What do WE like to watch?
Why Include Video?

• Vary instructional delivery method
• Show what cannot be seen in a traditional classroom setting
• Reinforce information explained verbally
• Trigger class discussion
• Capture student’s attention
• Build rapport with students
Guidelines from the Literature

• Video Best Practices
  – Keep it concise
  – Tie the video to instructional objectives or especially difficult concepts
  – Encourage instructor presence
  – Plan for accessibility (captioning)
Best Practices: Video Length

• Keep it concise
  – Research shows most people watch up to 5.8 minutes of non-class videos
  – Most teaching and learning centers recommend 5-7 minutes for online classes
Best Practices: Relevance

• Tie the video to:
  – Key instructional objectives
  – Especially difficult concepts
  – Exposure to field work
Methods of Incorporating Video
Lesson Introductions

A Legal Framework for Analyzing Homeland Security Issues

As previously discussed, the dynamic interaction resulting from the sometimes conflicting acts of the separate branches of government can result in a hierarchical structure of controlling authorities from Constitutional provisions and treaties, at the top, to legislative enactments, and executive orders at the bottom, with judicial decisions selectively reviewing them. The challenge for the policy maker is to navigate decisions through such a legal thicket, and to coherently incorporate the many facets of that process into a workable framework for action.

Query:
If one presumes that ethical considerations are to be woven into U.S. security decision-making, at what point in a legal framework should they be evident?
Demonstrations of Procedures

CHEM 101: Relative Reactivity in Metals (Video Lab)
Case Studies

Managing the Multi-Generational Workforce

Lesson 02 - Case Study

Please click on thumbnails below to view videos.
Case Studies
Case Studies

Length: 5:55

Discussion Questions:

1. What steps should Sarah take to meet the expectations of Secretary Briggs and Deputy Secretary Rubin?

2. What sorts of training activities as described in the text best fit the model the Secretary laid out to produce the agile employee?

3. What strategy should Sarah employ – try to train the maximum number of employees or target key groups?

For background, go to the Web site of your own state’s DOT and bring this in to your analysis; for example, consider the structure of the organization, the types of jobs, the geographic dispersion of employees, and so on.
Virtual Field Trips

Security Survey "Field Trip" Video

Start to plan for your Security Survey assignment that is due in Lesson 10. Make sure you have enough time to secure permission from the establishment to conduct the survey. You must submit your proposed Security Survey Site for approval by the end of Lesson 5. The following video provides an example of a security survey conducted at the Reading, PA School District in Spring 2011. It provides you with some important insight and things to consider when conducting a security survey.
Virtual Field Trip
Expert Interviews
EDLDR: Voices from the Profession

Title Intro

Speaker 1: Marion Wheland – Elementary School Teacher, Retired

Voices from the Profession: What changes do you believe are necessary in the next 10-15 years? (Length: 3:37)
Demonstration/Mini-lecture
So...now what?
Is it working?
Evaluating Impact

• Quick Answers
  – Thumbs up/down
  – Star rating
  – Checkboxes

• Open-ended Question
  – Prioritize according to objective or what is unknown
  – Choose one (or two) for best results
Embedded Evaluation

- Google Form for instant student feedback
  - Relevance
  - Length
  - Quality
Evaluation

Please rate the following aspects of this video:

Relevance
1 = Lacked relevancy
5 = Excellent relevancy

Length
1 = Lacked appropriate time length
5 = Excellent time length

Quality
1 = Lacked quality
5 = Excellent quality

How does this video improve your understanding of the lesson content?

Submit
Our Results

• On the 1-5 Rating Scale (5 being highest)
  – Relevancy: 4.6
  – Length: 4.05
  – Quality: 4.325

• Of the respondents, 75% answered the open-ended question
What are students saying?

“I thoroughly enjoyed the video and brought the lesson to life. It was nice to actually hear someone tell about their experiences and what it takes to get into that area.”
“I think that this video did a fantastic job of explaining the differences between the types of security. I found that I would be interested in learning more about security as a whole. I recently attended a career fair where it was suggested that I look into the opportunities associated with security systems.”
What are students saying?

“Too long.”
What are students saying?

“It is always good to hear and learn from real life experiences. Being able to listen to their perspectives and suggestions is a valuable asset to this class.”
What are students saying?

“This video gave me a glimpse into the world that many of my classmates and myself are looking to leap into. The segment was very informative on what to expect and the roles that are taken in the intelligence community. I wish we could have heard a little more on what his day to day role was, but his brief synopsis was intriguing and enough to make me want to learn more.”
### Server Analytics – Access Log

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Server Analytics – Graph

Students 1-8 (8 students) watched more than the entire video. (Students here rewatched parts of the video)

Total Video Length = 07:18
Next Steps

• More data!
• Combine server analytics with Google survey feedback
• Trend analysis
Thank you!

Kristin Bittner - kristin@psu.edu
Dean Blackstock - dxb277@psu.edu
Kadian McIntosh - mcintosh@psu.edu
Cece Merkel - cece@psu.edu