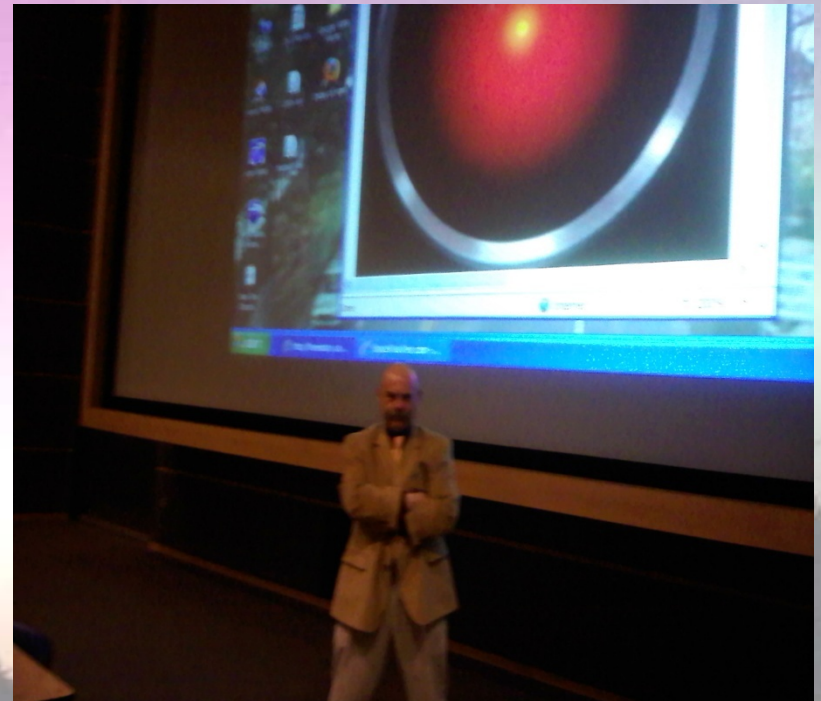


Using video to establish connection with students in cyberspace

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Assertion:

Video can be an effective tool for establishing a connection between students and an online course.



Purpose of this talk

Demonstrate how I use video to develop connection in online courses

Provide a few examples to spur your imagination

Explain the simple, and free, method I employ



An example

My Biography Video.....

To give students a little, fun, introduction to who I am

<http://ist-456-mps-sp12.weebly.com/index.html>



A little bit about me...

at leading edge of IT in academia
since 1967

systems

programmer/analyst/manager for
26 years (Pitt and Penn State)

- microcomputer and desktop workstation support
- first Penn State LANs
- microcomputer labs and classrooms
- desktop/LAN security
- computer store and distributed computing



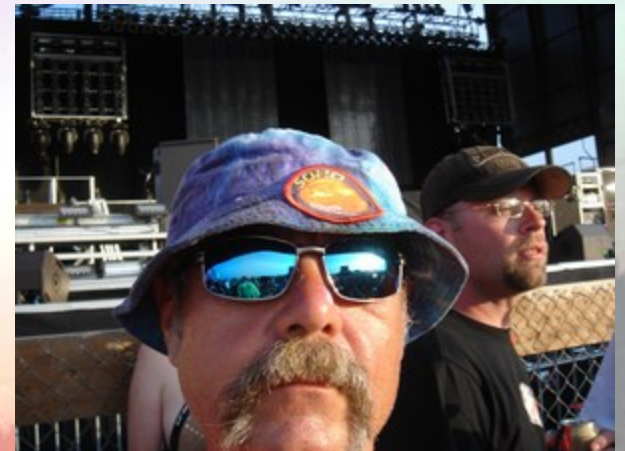
A little bit about me...

worked with Phil Cartwright to establish
CBEL in 1986

later known as ETS and now TLT (part
of ITS)

coordinated effort to bring
microcomputing and use of Internet
to Penn State classes

Contributor to first Penn State
Symposium on Distance Education
(86/87)



A little bit about me...

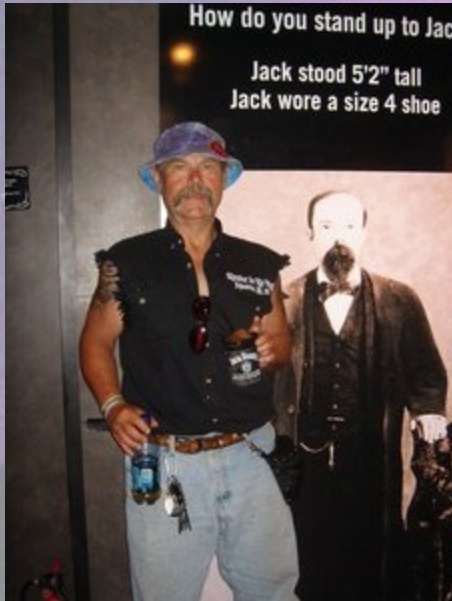
MS in Interdisciplinary Information Science (Pitt – 1984)

PhD in Interdisciplinary Communication and Information Science (Penn State – 1988)

CAS faculty teaching/developing courses
in computer/Internet applications (LA-283/483 - first
Internet-based Penn State courses)

IST faculty beginning in 1999

- Intro IST/SRA courses
- Emerging Technologies and Entrepreneurship
- Web Design and Development
- Popular Culture and Technology
- Computer and Network Security, Cyber-Forensics, Risk Analysis, Security Management
- Online courses in Web Development, Security Management, Cyber-Forensics



Perspective:

**Information Technologies are essentially
Communication Technologies**

They are two sides of the same thing

**This is especially true in teaching/learning as
this is primarily a communication process**

Instructor—student

Student—student

Student-- instructor

Course materials -- student



Enter video ...

Digital video technologies have made quality video accessible

Many free programs exist for video editing and development

Video can be captured on inexpensive devices, digital cameras, and even many cell phones

Many free services exist for publishing digital video

Video players are free and integrated into many Web browsers

Broadband and wireless technologies have increased audience for video



Why do this?

Students will do better in a course if they feel 'connected' to it, the instructor and the other students

Spatial asynchronicity can be a barrier to establishing this connection

For example, a student in Rapid City, SD can find it difficult to feel a 'part of Penn State'

Adult learners can especially benefit from the sense of connection



Some points

The videos are 'added value'

All information is available through a posting, in the syllabus, through an announcement, etc.

The videos are an option for students who want to experience them

From feedback I have most do, and most really enjoy them

Transcripts are provided to meet Section 508 and ADA accessibility guidelines



So how do I do this?

I start with a semester plan

What are the goals of the videos?

Weekly introductory videos

What we are covering, what is due this week, advice on projects/quizzes, etc.

Highlight different location around campus of Central PA

Incorporate fun element

Informal



An example

Week 11 video for Online IST-250 Fall 2011
(Web Development)

Location – “Gravity Hill” near Bedford, PA

<http://ist-250fall2011.weebly.com/weeks-10-12.html>



So how do I do this?

Other ideas:

Mini-lectures

Not to be confused with video of regular lectures of course content

Course content lecture videos are intended for re-use

Mini-lectures focus on specific areas where students may need help, are informal, and ad-hoc

Relevant news and issues

Specific class-wide semester feedback on projects



Using weekly intro as example:

Initial planning

Location for each video

Information to include in video (get this from syllabus)

I try to have this as complete as possible so I can plan video/picture capture in logical groups according to location



Using weekly intro as example:

Develop scripts

Good script is essential

Allows for some research on location

Coordinate location with time of year –
example is Beaver Stadium for football season

Ensures that important information is covered
in logical manner

Script can be published for accessibility

I like to develop all of the scripts in a category for
the entire semester before beginning to do
video/picture capture



Using weekly intro as example:

Capture video/pictures

I use an inexpensive tripod (\$30) and a digital camera – Nikon Coolpix L100 (about \$200)

Important to consider video capture format – although many programs exist for format conversion

When I use Flip I convert mp4 to avi before editing

I capture voiceover with the video

Background noise and wind can be audio problem

People in background can be positive

Screenshots from Web pages can be used carefully



Using weekly intro as example:

Locate Royalty-Free music

Consistent intro/ending music can brand a set of video

I use creative commons music at
www.incompetech.com

Sometimes I make my own music



Using weekly intro as example:

Edit video

Many free editors for digital video

I use Windows Movie Maker

Timeline arranges video and pictures

Transitions and special effects can be applied (fade in/out)

Separate video and audio tracks allow for voiceover

Labels and credits can be added



Using weekly intro as example:

Edit video

More complex effects can be developed by making smaller videos and then adding them together

Easy voiceover can be achieved by copying audio of video track into music track

Publish for best quality on computer

Be sure to use format that video staging service allows (Youtube does WMV, AVI and MP4)



Using weekly intro as example:

Edit video

Preview final product before moving it to staging area

You may need to make changes

Be sure to save video edit file and all materials – allows for some reuse

Place transcript on Penn State Personal Web space for student access (could also place it on Angel)



Using weekly intro as example:

Edit video

Publish video to online service

I use a separate Youtube account to stage videos

I list them as 'private – requiring URL to view'

I publish at highest quality

I also publish them as Creative Commons – fair is fair...



Using weekly intro as example:

Organize videos

I use a free Weebly.com Web page to easily organize the videos, add links to transcripts

The Weebly page is set up according to week of the semester – to easily correspond with the syllabus

I place a link to the Weebly page in my class resources on Angel



Another Example:

Week 5 video for Online IST-456 (MPS)
(Security Management – Spring 2012)

Location – Palmer Museum of Art

<http://ist-456-mps-sp12.weebly.com/weeks-4-6.html>



But I cannot do this...

The tech is too hard ... bull!

Kids are doing this – my students learn to create video with no help or instruction from me other than a general approach (as I provide here)

There are many, many help and troubleshooting guides online for video creation

Some are program-specific

Others are in video form

If you play with it you will quickly figure it out



But I cannot do this...

What if I need help?

Many schools have media centers that will assist – such as Penn State's Digital Commons

Colleagues could be a source of help

Students can be a source of help

But don't expect them to do it for you unless you provide \$\$\$



But I cannot do this...

It will take too much time

Not really – it will take more time in the beginning, as you become familiar with the tools

Afterward it becomes fairly efficient

Takes me about 3 hours – start to finish and including travel time (on average) for a quality 5-8 minute video

Even less time if I am making video from my office or home

Of course it will take **some** time commitment – expecting big payback without any investment is foolish



But I cannot do this...

I am worried about copyright

You do not have to publish as Creative Commons if you do not wish to

Content you exclusively create – or create using royalty-free pictures/video/sound is your property

Be sure you only use royalty-free sources and attribute them correctly

Screenshots may be allowed if you follow DMCA TEACH provisions

Such as limiting access



Tips and suggestions

Start early

Be sure your syllabus is complete – but then begin thinking early about how video may be effectively utilized

Don't get hung up on 'professional quality'

You are not George Lucas!

It is possible to create video of surprisingly high quality with free tools

Students are very accepting, possibly more accepting, of amateur video – the added expense for professional polish is not worth it



Tips and suggestions

Develop a brand

A consistent set of music for opening and ending, and a consistent overall structure, can help to brand your video (and course)

Try to show your personality

Include hobbies, pets, family, home, etc.

Interesting locations or events can be fun

Gives students a sense of 'being there'

Make frequent backups of everything while editing

Can be frustrating if the editor freezes before you are finished



Tips and suggestions

Play with it first

Start by making a fun video for family and friends

Kids video to Grandma

Video of vacation

Video at arts festival or other fun event

Use Youtube to publish it

With a little practice comes skill

Use Weebly video page to also publish fun, inspirational and educational links to other free video

<http://ist-250fall2011.weebly.com/weeks-10-12.html>



Questions?????



Presentation located at:

<http://www.personal.psu.edu/gms/hendrick/Hendrick2012.pdf>