



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



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# Who are you?



**Faculty  
Member**



**Adult  
Student**



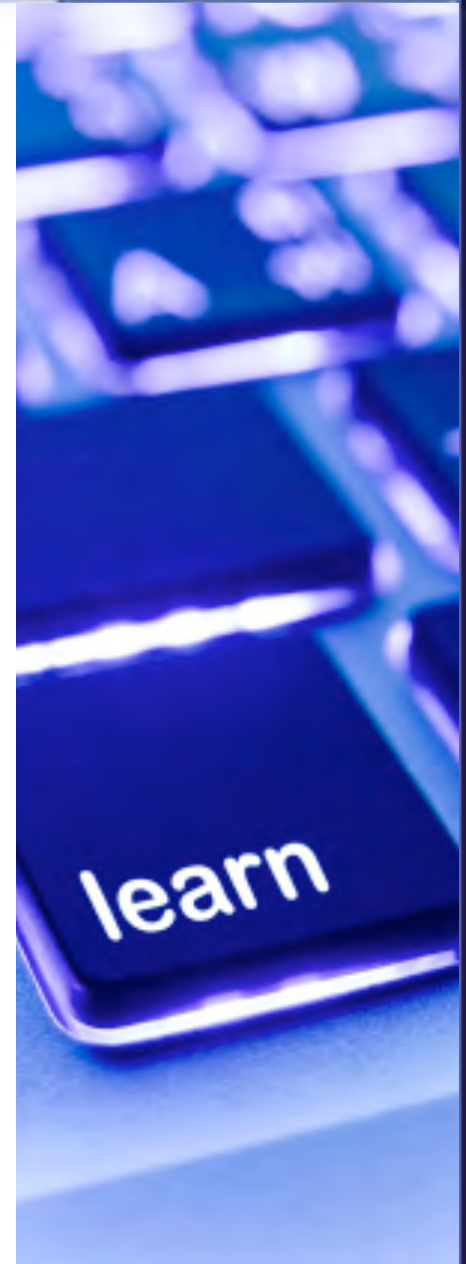
**Administrator**



**Instructional  
Designer**

# World Campus

- Launched Spring 1998
  - 5 programs and 8 enrollments
- Today
  - Over 90 programs
  - 2<sup>nd</sup> 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](http://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

EKU Office of Distance Education and Multimedia Services

PENNSTATE



World Campus



# 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

What's New  
Syllabus  
Lessons  
Activities  
Live Office Hours  
Communicate  
Student Resources  
Reports  
Getting Help  
Switch Course  
Log Out

  
Search

## Instructor Tools...

Course Management  
Announcements  
Student View  
Live Session Instructor Link  
Ungraded Items  
Peer Evaluation Results

## Authoring Tools...

Launch File Manager  
Edit Current Page  
View Page Revisions  
Edit Schedule Page  
Edit Instructor Page

## Staff Tools...

Export Wizard  
Import Content (OLD FS)  
Import Content (New FS)  
Quickbase

## 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?*



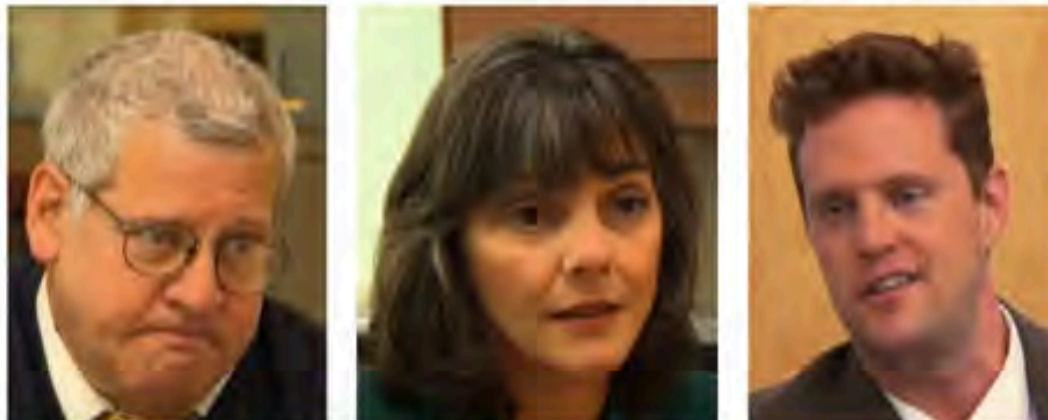
# Demonstrations of Procedures

## CHEM 101: Relative Reactivity in Metals (Video Lab)



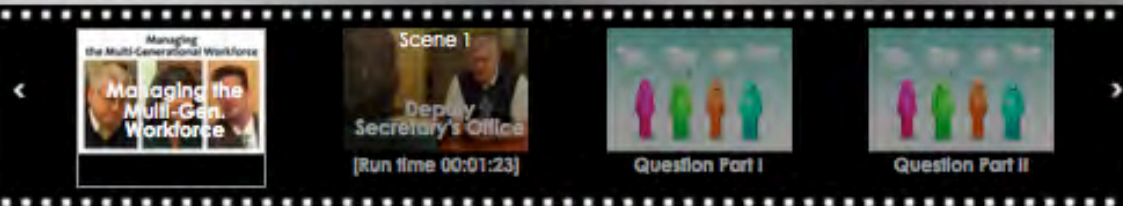
# Case Studies

## 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

CRIMJ304  
Security Administration

[Course Home Page](#)  
[Syllabus](#)  
[Lessons](#)  
[Activities](#)  
[Navigation Intro](#)  
[Exams](#)  
[Communicate](#)  
[Student Resources](#)  
[Reports](#)  
[Getting Help](#)  
[Switch Course](#)  
[Log Out](#)

[Instructor Tools...](#)  
[Course Management](#)  
[Announcements](#)  
[Student View](#)  
[Ungraded Items](#)  
[Peer Evaluation Results](#)

[Authoring Tools...](#)  
[Launch File Manager](#)  
[Edit Current Page](#)  
[View Page Revisions](#)  
[Edit Schedule Page](#)  
[Edit Instructor Page](#)

THE PENNSYLVANIA STATE UNIVERSITY

Lesson 3: The Rudimentary Aspects of Private Security [Contents](#) 1 2 3 4 5 6 7 of 7

## 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.



**BEN WILLIAMS**  
INTERVID, INC.

00:30 15:13



# Virtual Field Trip

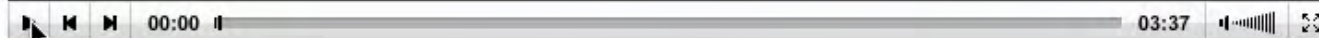


# Expert Interviews

PERSPECTIVES

EDLDR: Voices from the Profession

PENNSTATE



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

## Executive Protection - Expert Interview

Michael A. Hodge, CPP, JD, President/CEO of Hodge Security

Dr. Shaun Gabbidon interviewed Michael Hodge, an Executive Protection subject matter expert.



Please rate the following aspects of this video:

Relevance

1 2 3 4 5

1 = Lacked relevancy  
5 = Excellent relevancy

Length

1 2 3 4 5

1 = Lacked appropriate  
time length  
5 = Excellent time length

Quality

1 2 3 4 5

1 = Lacked quality  
5 = Excellent quality

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

SUBMIT

# Evaluation

Please rate the following aspects of this video:

Relevance

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

1 = Lacked relevancy  
5 = Excellent relevancy

Length

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

1 = Lacked appropriate  
time length  
5 = Excellent time length

Quality

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

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.”*



# What are students saying?

*“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

```
#Version: 1.0
#Start-Date: 2012-11-27 15:35:10
#Software: Adobe Flash Media Server 4.5.1 r484 x64
#Date: 2012-11-27

#Fields: x-event      x-category  date        time        tz          x-ctx      s-ip        x-pid       x-cpu-load  x-mem-load  x-adaptor
          x-vhost   x-app       x-appinst   x-duration  x-status   c-ip       c-proto     c-proto-ver s-uri       cs-uri-stem cs-uri-query
          c-referrer x-file-name x-file-ext  x-file-size x-file-length x-spos     cs-sname    cs-stream-bytes x-suri-query x-suri-stem x-suri
          x-eid      x-sid       x-trans-sname x-trans-sname-query x-trans-file-ext x-forwarded-for x-service-name x-sc-qos-bytes x-codec-type x-codec
          x-plugin   x-page-url  x-smax-rec-size x-smax-rec-duration

server-start  server      2012-11-27  15:35:10    Eastern Standard Time  -          -          1748        0           23         -
-            -            -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -

vhost-start  vhost      2012-11-27  15:35:10    Eastern Standard Time  _defaultVHost_ -          1748        0           23         -
_defaultRoot_ _defaultVHost_ -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -
-            -            -            -            -            -          -          -          -          -          -

app-start    application 2012-11-27  15:35:10    Eastern Standard Time  RecordStream -          1748        -           -          -
_defaultRoot_ _defaultVHost_ RecordStream D8BA8AEB-5381-59B8-D02D-43948BE5E346
-            -            -            -            -            -          0          0          -           -          -
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          -          -          -           -          -

connect-pending session 2012-11-27  15:35:10    Eastern Standard Time  172.25.1.28 172.31.158.143 1748        0           24         -
_defaultRoot_ _defaultVHost_ RecordStream D8BA8AEB-5381-59B8-D02D-43948BE5E346
172.31.158.143/RecordStream/D8BA8AEB-5381-59B8-D02D-43948BE5E346 rtmp://172.31.158.143/RecordStream/D8BA8AEB-5381-59B8-D02D-43948BE5E346 - https://
courses.worldcampus.psu.edu/public/dxb277/FMS/recordStream/Main.swf MAC 11,5,502,110 4702111234508538223 3073 3073 normal
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          https://courses.worldcampus.psu.edu/public/dxb277/FMS/recordStream/index.html -

connect      session 2012-11-27  15:35:10    Eastern Standard Time  172.25.1.28 172.31.158.143 1748        0           24         -
_defaultRoot_ _defaultVHost_ RecordStream D8BA8AEB-5381-59B8-D02D-43948BE5E346
172.31.158.143/RecordStream/D8BA8AEB-5381-59B8-D02D-43948BE5E346 rtmp://172.31.158.143/RecordStream/D8BA8AEB-5381-59B8-D02D-43948BE5E346 - https://
courses.worldcampus.psu.edu/public/dxb277/FMS/recordStream/Main.swf MAC 11,5,502,110 4702111234508538223 3073 3073 normal
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          -          -          -           -          -
-            -            -            -            -            -          https://courses.worldcampus.psu.edu/public/dxb277/FMS/recordStream/index.html -

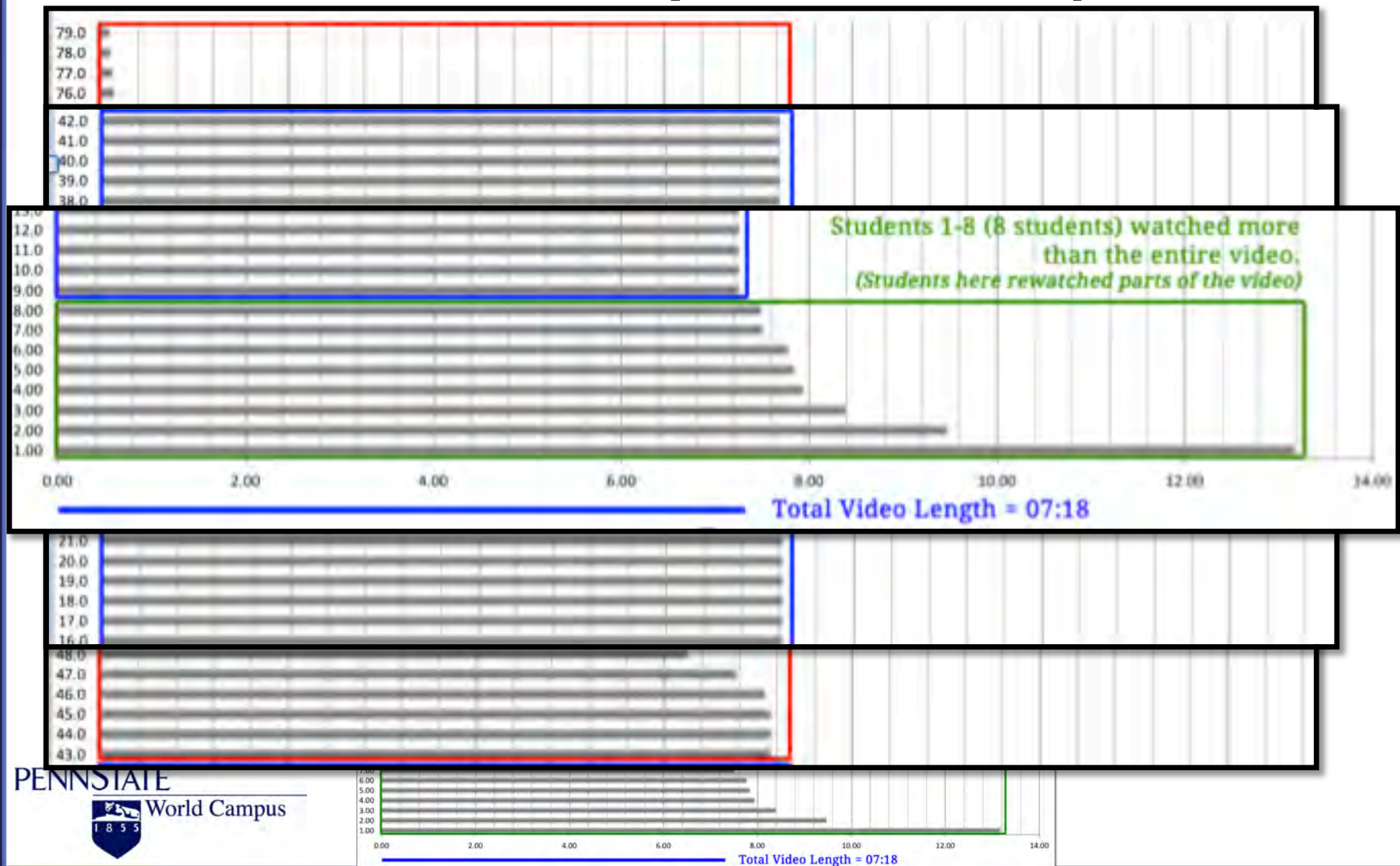
publish      stream 2012-11-27  15:35:11    Eastern Standard Time  D8BA8AEB-5381-59B8-D02D-43948BE5E346 172.31.158.143 1748        0           -          -
```



# Server Analytics - Report

Client ID	Client IP	Events	Events (%)	Session events	Visitors	Unique client IPs	Server-to-client bytes	Client-to-server bytes	Server-to-client stream bytes	Client-to-server stream bytes	File size	Max file length	Stream
4702120030802887026	172.25.4.96	36	12.4	0	1	1	25456512	1998	25438644	0	4758708990	3159.562012	348
4702122230295904624	75.102.127.57	24	8.2	0	1	1	25455984	1614	25438644	0	2855225394	3159.562012	348
4702120030853218671	172.25.4.96	24	8.2	0	1	1	17275026	1596	17256930	0	3806967192	3159.562012	198
4702122230228795760	75.102.127.57	24	8.2	0	1	1	25456212	1614	25438644	0	2855225394	3159.562012	348
4702111234290434418	75.102.127.223	20	6.9	0	1	1	19923570	1305	19909380	0	2379354495	3159.562012	260
4702111235397730674	75.102.127.223	20	6.9	0	1	1	22482240	1305	22466900	0	2379354495	3159.562012	315
4702111234240102770	75.102.127.223	20	6.9	0	1	1	19923485	1305	19909380	0	2379354495	3159.562012	265
4702111234223325554	75.102.127.223	20	6.9	0	1	1	21213465	1305	21198790	0	2379354495	3159.562012	290
4702120031507530095	172.25.4.96	18	6.2	0	1	1	9665370	1440	9656064	0	2855225394	3159.562012	114
4702122230262350192	75.102.127.57	18	6.2	0	1	1	8061990	1392	8053578	0	2855225394	3159.562012	90
4702120030937104754	172.25.4.96	18	6.2	0	1	1	6422784	1440	6414918	0	2855225394	3159.562012	36
4702123329958527345	128.118.182.62	15	5.2	0	1	1	18414770	1200	18402430	0	2379354495	3159.562012	250
4702120030869995887	172.25.4.96	12	4.1	0	1	1	4474986	1248	4468146	0	1903483596	3159.562012	18
4702114533748064626	75.102.104.26	4	1.4	0	1	1	7573674	173	7569679	0	987719022	3159.562012	48
4702111234625978735	64.134.96.191	4	1.4	0	1	1	7300753	173	7297135	0	987719022	3159.562012	37
4702113434269991282	75.102.101.100	4	1.4	0	1	1	7466011	173	7462151	0	987719022	3159.562012	45
4702114533378965871	75.102.101.100	4	1.4	0	1	1	7265158	173	7261437	0	987719022	3159.562012	45
4702114533076975984	75.102.101.137	4	1.4	0	1	1	4089814	173	4087061	0	475870899	3159.562012	44
4702117831897071984	172.25.4.8	2	0.7	0	1	1	1490558	145	1489186	0	317247266	3159.562012	3

# Server Analytics – Graph



# Next Steps

- More data!
- Combine server analytics with Google survey feedback
- Trend analysis



# Thank you!

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