



UNIVERSITY OF WEST FLORIDA PRESENTS

---

# LIGHTS, CAMERA, ACTION:

---

USING VIDEO TO ENGAGE STUDENTS ONLINE  
AND FOR IMPROVING INSTRUCTOR  
ASSESSMENT

Dr. Andrea Nelson, Dr. Jenae Burkart,  
Dr. Jocelyn Evans, and Kylie Pugh

**To better understand our audience, we request you answer the quick questionnaire linked in the chat.**

## HOW WOULD YOU CATEGORIZE YOURSELF?

A. An instructor - full time faculty, tenure, adjunct, etc. who would like to implement some HIPs into the classroom.

B. Staff/faculty support - someone who would like to learn new ways to help support the faculty or staff with online instruction

C. Program or department head - someone who is looking for resources or ways to assist their faculty or program with HIP or online pedagogy

D. Other individual who is equally important but does not fall into any of these categories

**To better understand our audience, we request you answer the quick questionnaire linked in the chat.**

**DO YOU CURRENTLY USE VIDEO IN YOUR CLASS/WORKPLACE?**

A. Yes!

B. No

**WHAT SCARES YOU ABOUT USING VIDEO?**

A. Fear of being SO public with your face, voice, and content. If it is on the internet, it can live forever!

B. I have no idea where to start. The entire situation is daunting.

C. I don't want to invest all that time just for my students to not utilize or appreciate what I've done. Or undertake the financial burden for the same reasons.

# HUMANIZING THE ONLINE EXPERIENCE

## THROUGH VIDEOS & MEDIA

- in hybrid courses
- in flex courses
- in online courses
- in asynchronous courses



# EMERGENCY PIVOT- TIME TO PERFORM!

- What this looked like for us
- How we respond
- Moving from a physical space to a digital space
- Platform selection
- Assignment adaptations
- Assessment flexibility (for everyone!)
- Keeping the experience human.
  - How to maintain the classroom camaraderie in a digital space?
- Maintain accountability





**my perceived  
strength...**

I EXCEL IN THE PHYSICAL  
CLASSROOM BECAUSE I  
CAN PERFORM

**my actual  
strength...**

I EXCEL BECAUSE I CARE  
ABOUT MY STUDENTS  
REGARDLESS OF PLATFORM



"MRS. PUGH CONTINUALLY SHOWED GENUINE KINDNESS AND CARE FOR US THROUGHOUT THE SEMESTER. DESPITE BEING ONLINE, MRS. PUGH MADE HER BEST EFFORTS TO GET TO KNOW HER STUDENTS AND MAKE SURE THEY DIDN'T FEEL ALONE IN THESE HARD TIMES."

-STUDENT ASSESSMENT OF INSTRUCTOR-



# **A DAY IN THE LIFE OF A SYNCHRONOUS ONLINE CLASS**

How to maintain a functioning classroom in a synchronous online class utilizing pre-set breakout sessions.



# WHAT DOES THIS LOOK LIKE?

here are some examples...



**EX:**

common course  
lecture to breakouts  
on content or reading



**EX:**

question prompts to  
breakouts with report  
back and discussion



**EX:**

peer review of  
student work with  
rubric or worksheet  
for guiding critique



**EX:**

data assignments for  
working teams using  
breakouts and Google  
Drive templates

## Visualize Your Data

Once you have collected your data, look at page 84. See the radar graphs Mehta creates to compare his public spaces across the five dimensions of the Public Space Index. At this point, you are ready to visualize your data using a radar graph as well. Follow these steps:

1. Open a new document in Word.
2. Click on Insert.
3. Select Chart.
4. Click on Waterfall. (In some versions of Word, you can skip this step and click on Radar Graph.)
5. Scroll until you see Radar Graph.
6. Enter the scores for each dimension into the Excel spreadsheet linked to the graph.
7. Work with it until you have created something that looks similar to Mehta's figure.

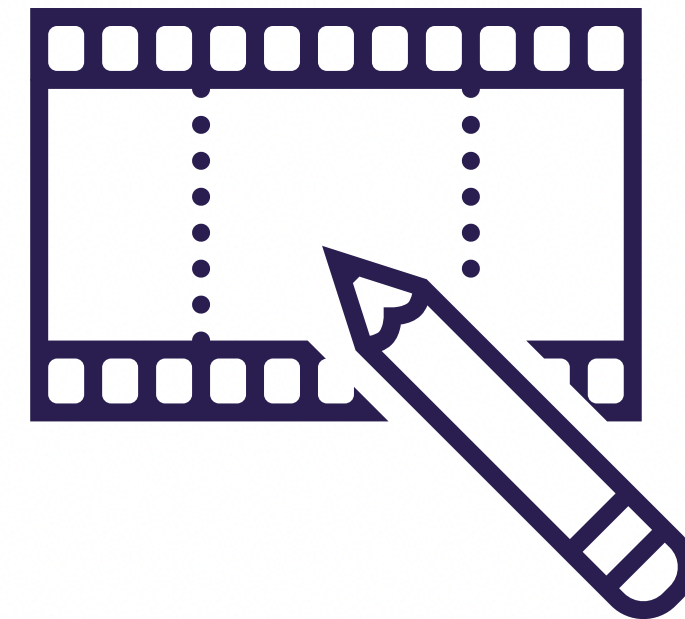
Mehta visited four public spaces in Tampa. While he was able to create four separate radar graphs—one for each space—he also created a layered radar graph to show the complete results of his analysis. My hope is that this exercise has introduced you to systematic observational data collection and analysis, equipped you with simple tools to conduct a similar analysis, and helped you navigate the tools available in Word and Excel to create meaningful visualizations to use in professional communication moving forward.



## Submit Your Work

Once you have created your radar graph, you are ready to submit your work in Canvas. Create a simple PowerPoint presentation. On the first slide, provide your name, the course name, and the following title: “Using the Public Space Index to Evaluate Park Quality.” Include the following slides:

- conceptual graph with five dimensions
- park selected for observational analysis
- summary of scores across dimensions
- radar graph to illustrate scores
- final slide with summary statement on your findings

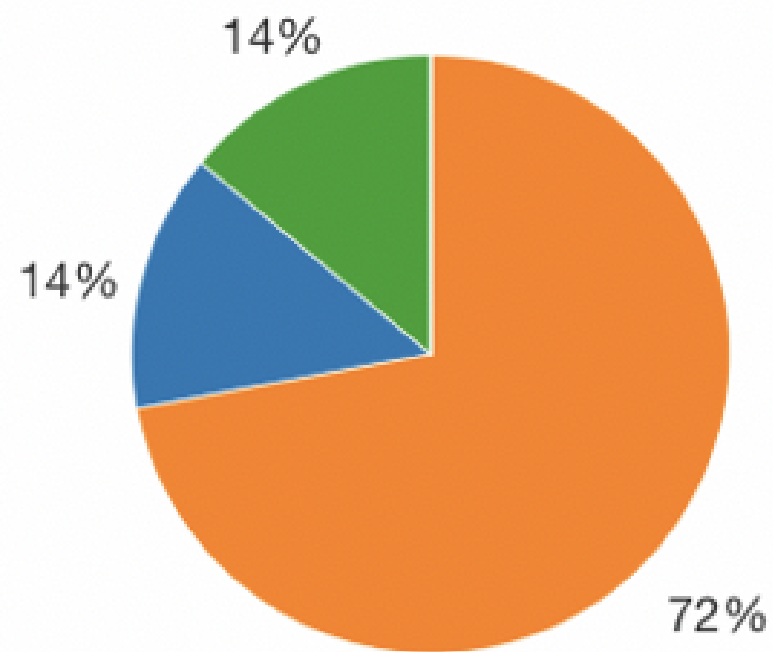


Use pictures of your park where appropriate to illustrate your work.

Once you have completed your work, answer the poll question below and upload your slides to the assignment in Canvas.

POLL QUESTION

How would you rate your ability to collect original data and analyze it to produce meaningful results?



Poll Responses

highly effective	6
effective	31
somewhat effective	6
not very effective	0

Total responses: 43





Instructions: Answer the following questions, each member of your group using a different font color. When you are finished, you are free to leave your breakout session.

---

Did you visit the park in person or not? Do you think this impacted your evaluation in any meaningful way?

How familiar were you with powerpoint? Did this present any obstacles?

How familiar were you with the visualization tools in Word? Did this present any obstacles?

Did the data collection process prove difficult or tricky in any way? How so?

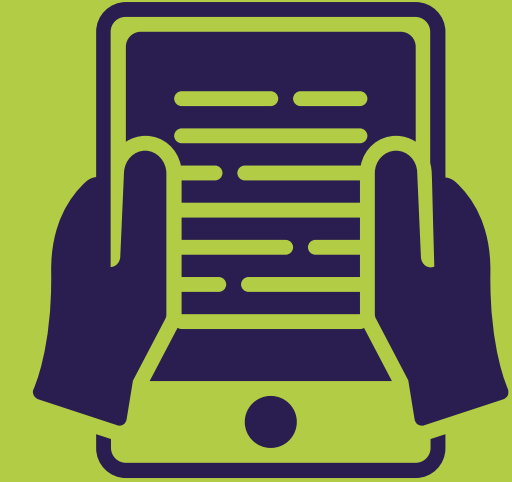
Did you develop any criticisms of the index in the process of using it for your own analysis?

Had you ever developed a chart with actual data before this exercise? What did you learn in this process?

What similarities and/or differences did you find when comparing your analyses as a team?

Draw observations about what particular worked in presentations of your teammates.

What skills do you think you developed as an individual and as a group in this exercise?




What skills do you think you developed as an individual and as a group in this exercise?

I think I learned how to better present to a group, and as a group we learned how to better provide constructive criticism to others.

I think that my main takeaway from this exercise was getting to know my teammates better (Team 8, for clarification). We have to work together quite often, so it was a nice experience to actually get the chance to talk to them. I have, of course, worked on projects like these before, so I am quite used to doing them. With that being said, this project did require some initiative.

As a whole, we learned how to effectively communicate data and we also did a really good job at helping each other improve our individual presentations.

This assignment was definitely a big refresher on using the word visualization tool and it allowed me to get closer to my group mates.



“ I’M NOT SURE THAT THE CLASS CAN BE IMPROVED FURTHER THAN IT’S CURRENT STATE. I VERY MUCH ENJOYED THE RESEARCH PROJECTS WE’VE DONE, THE REGULAR BREAKOUT GROUPS, GAVE ME A CHANCE TO INTERACT WITH MY FELLOW CLASSMATES, ALONG WITH THE LIVE LECTURES AND THEIR ASSIGNED READINGS. DR. EVANS IS VERY ACCOMMODATING FOR ANY SUDDEN ISSUES, WHETHER IT BE PERSONAL OR TECHNICAL, I WOULDN’T CHANGE A THING ABOUT THE CLASS.

”

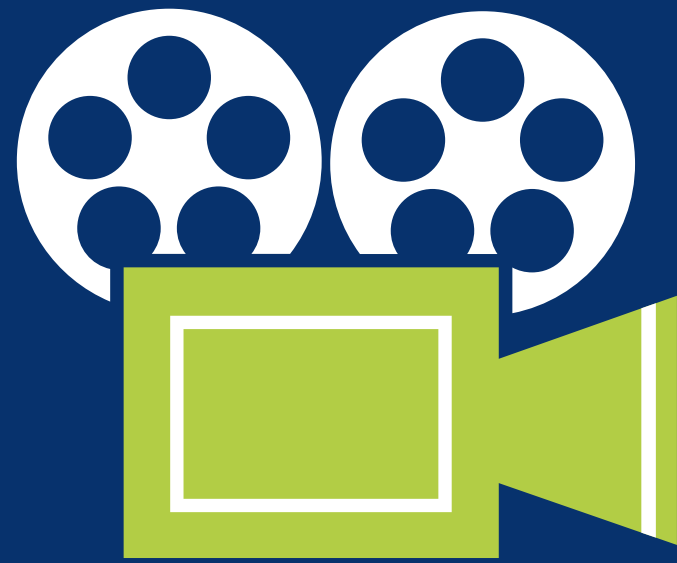


# **HYBRID, HYFLEX, & MULTIMODAL**

**Video can be used for overviews, instructions, lectures, discussion, assignments, and feedback whether the course is synchronous, asynchronous, or a mix of both.**







## FALL 2020

Hybrid  
Social Distancing  
44 Students  
Split and Flipped Class Meetings  
Pre-recorded Video Lectures  
F2F Activities  
HyFlex



## FALL 2021

HyFlex and Multi-Modal  
Synchronous and Asynchronous  
44 Students  
Collaborative Research  
Service Learning  
Group Work in Blended Breakout  
Rooms



# How much does this cost?



## **BIG BUDGET PROJECT**

11 Learning Pods  
44 Computer Stations  
12 70-inch Sharp Monitors  
HD Crestron Camera  
Ceiling Microphones  
BOSE Speakers  
SMART Board and Doc Camera  
120-inch Lightboard  
iPads

## **LOW BUDGET FILMMAKING**

Use your phone!  
Use virtual backgrounds.  
Lecture outside.  
DIY  
Have fun with it!







# HOW TO DO I SUCCESSFULLY PULL THAT OFF?

## VIDEO INSTRUCTIONS

Questions about assignments drop significantly when video instructions are included whether F2F or online.

## ENGAGEMENT BREAKS

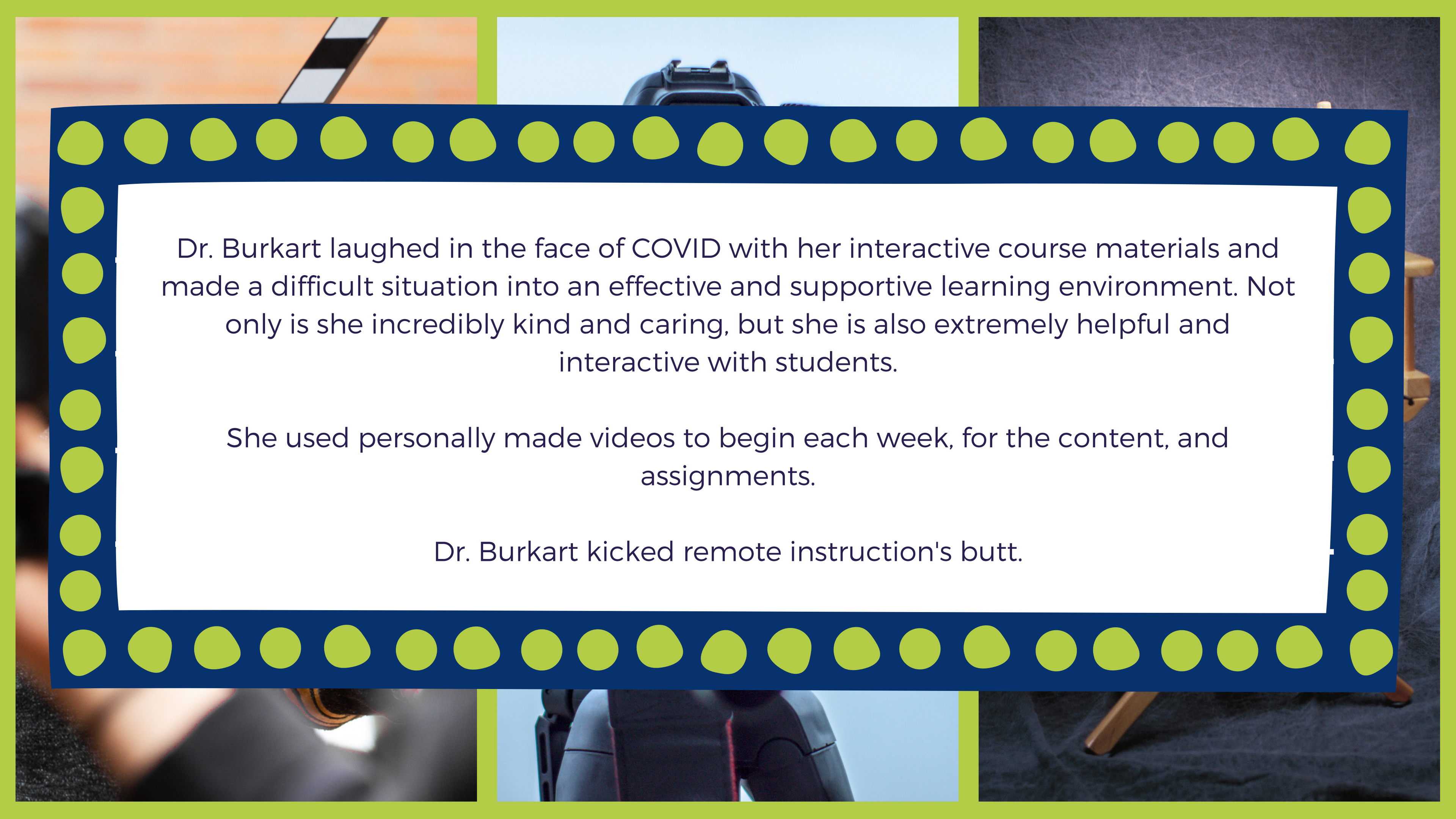
Embed quiz questions throughout your lecture videos or add videos to discussion threads for participation points.

## BE YOURSELF

Be Authentic.  
Be Engaging.  
Be Memorable.  
Keep video lectures short and sweet.  
Provide video feedback to save time.

## START SMALL

Create a flipped lecture video and prep students for a face-to-face activity that will take place the next class meeting.



Dr. Burkart laughed in the face of COVID with her interactive course materials and made a difficult situation into an effective and supportive learning environment. Not only is she incredibly kind and caring, but she is also extremely helpful and interactive with students.

She used personally made videos to begin each week, for the content, and assignments.

Dr. Burkart kicked remote instruction's butt.

# ASYNCHRONOUS COURSES

## **pre-planning**

- Clear instructions
- Example videos
- Video recording sources
- File types

## **video assignments**

- Article reviews, case studies, reflection, etc.
- Takes pressure off writing skills
- Allows students to demonstrate knowledge gained in course

## **video feedback**

- Allows instructors to show emotion in feedback
- Increases student clarity of feedback
- Also great for slow typists!

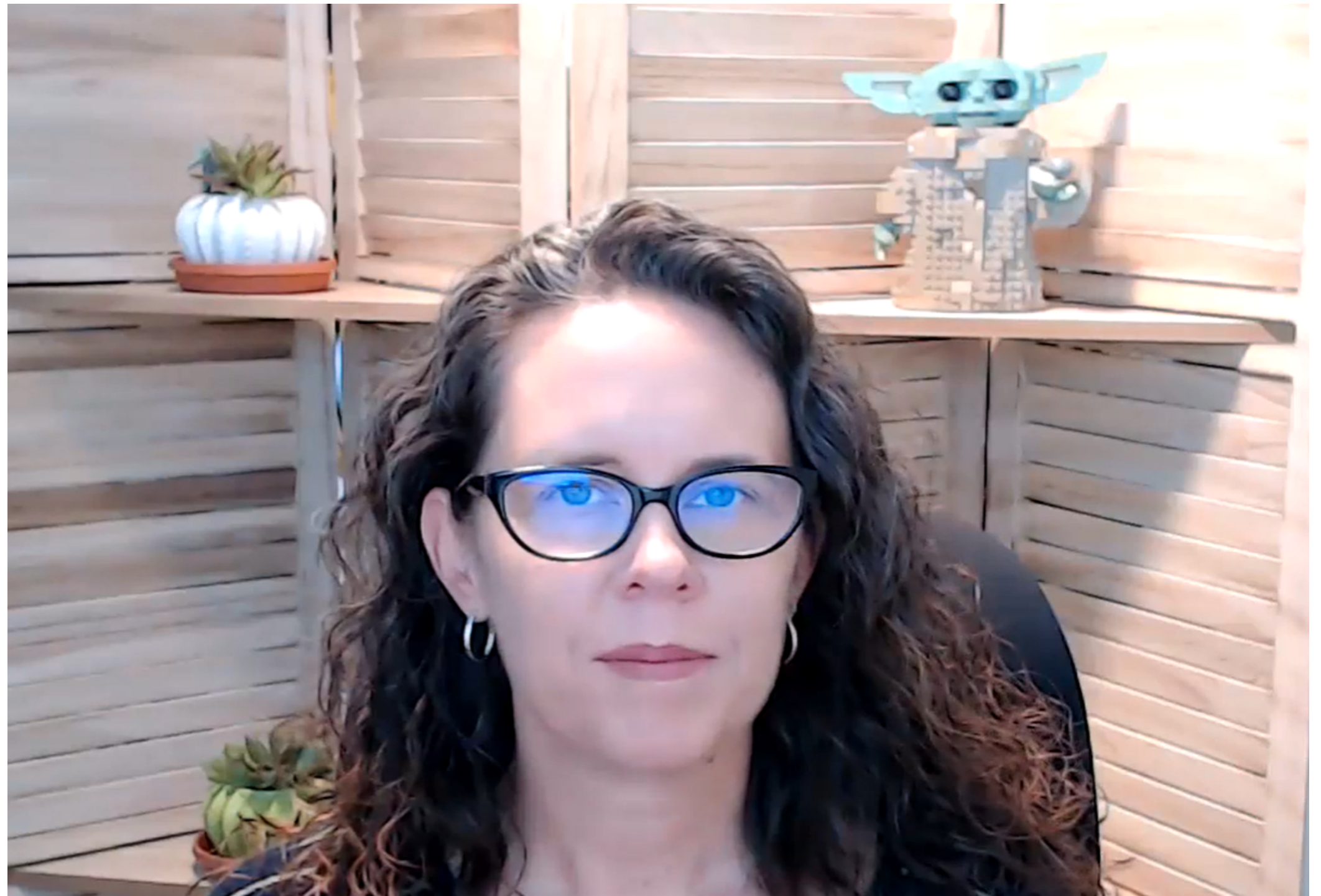
## **student responses**

- Students love to be on video!
- Increased depth of responses
- Allows students to show emotion
- Way to practice professionalism

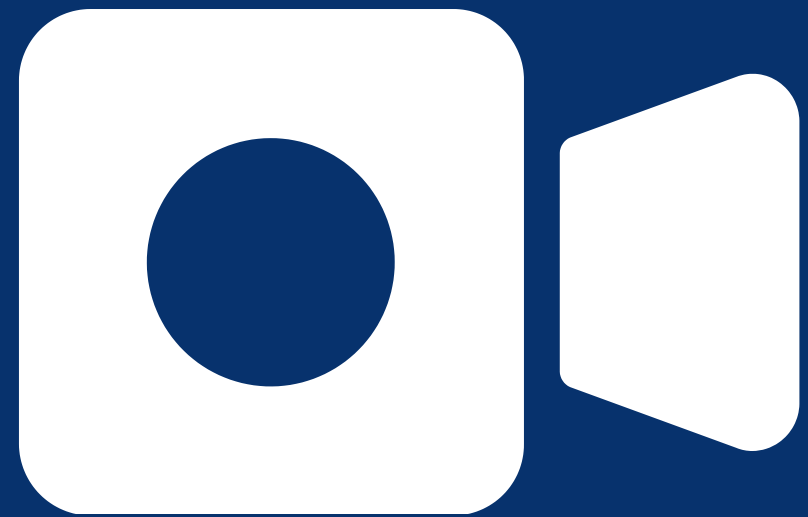



# WEEKLY VIDEOS

● REC



HAVE  
FUN!





**“ I love how she provides video feedback on every student's work. Her feedback is not generic it is tailored to the students work.**

**I really enjoyed her video feedback because it helped me to feel involved in the class the same way that I would in person.**

**I was very grateful for the video case studies, as it gave real life examples of the information we were learning.**

**”**



# QUICK NOTE ON HANDOUTS...

ACCOMMODATIONS IN DIGITAL SPACES

---

RESOURCES

---

ASSIGNMENT EXAMPLES

---

SITUATIONAL AWARENESS



# Let's Talk!

**DR. JOCELYN EVANS**

[jevans@uwf.edu](mailto:jevans@uwf.edu)

**DR. ANDREA NELSON**

[anelson@uwf.edu](mailto:anelson@uwf.edu)

**DR. JENAE BURKART**

[jburkart@uwf.edu](mailto:jburkart@uwf.edu)

**KYLIE PUGH**

[kpugh@uwf.edu](mailto:kpugh@uwf.edu)



# ACCOMODATIONS

- Make sure that your video has closed captions!
  - Also encourage and teach your students to use them, as well. Video technology has a lot of potential to be accessible to everyone when utilized correctly. Transcripts are acceptable, as well.
- Be prepared with alternative (but equal!) assignments for non-verbal students.
  - Students can use text-to-speech or create a written assignment with words per minute based on the length of the video assignment.
- Any tools utilized need to meet WCAG 2.0AA standards.

- Always check with your institution's faculty and technology center and student disability resource center.
  - Your institution's student accessibility resource center should work with you and your student to make sure the needs are met.
  - If your student needs resources, please point them in the right direction so they can get the help they need.
- Be aware that some students may need extra time.



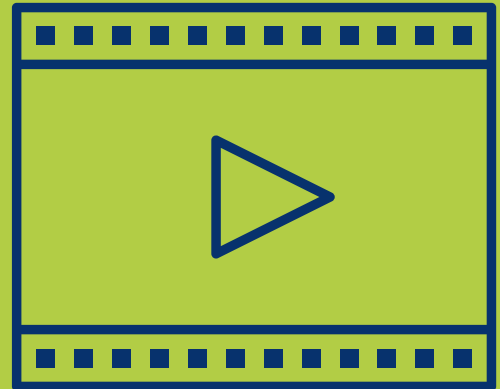
# SITUATIONAL AWARENESS

- Video backgrounds
  - can be indicative of social status (be aware of the signaled privilege of your own home and background)
  - importance of lighting
  - remind students of background items, such as inappropriate or possibly illegal
  - clothing is required (top AND bottom)
- Make a statement about professionalism or video etiquette in assignment instructions
- Practice what you preach- if you require these things from students, model them yourselves
- Share the importance of checking the functionality of the technology before recording
- Making household aware of live/recorded video
  - this can effect bandwidth and video quality
  - mowing the lawn while class occurs is not ideal- this applies to household chores/background noise in general



# USE OF VIDEO IN THE CLASSROOM

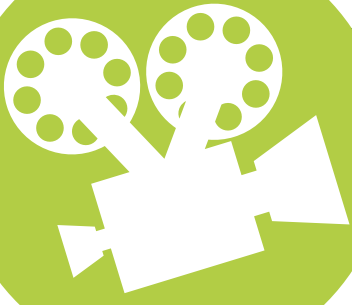
- Meet Your Classmates
- Final Project Presentations
- Oral Exams
- Video Discussions
- Video Case Studies
- Video Article Reviews
- Video Simulations
- ePortfolio Presentation (live or recorded)



- GoPro for Recording Service Learning Experiences
- Live Collaboration through Google Hangouts or Zooms with instructor Pop-ins
- Recorded Instructor Feedback
- Mock Trial
- Assignment/course overview & announcements
- Troubleshooting common problems







# RESOURCES

- For a great resource on how to use videos and images click [here](#)
- For some great inspiration and how-to on video assignments click [here](#)
- For support while recording in Zoom click [here](#)
- For Panopto support click [here](#)
- For some fresh perspectives on "Teaching Without Walls" click [here](#)
- If you are looking for ideas on how to avoid "Death by PowerPoint" click [here](#)
- For small ways to include video in your course click [here](#)
- [Less is More: Use of Video to Address the Problem of Teacher Immediacy and Presence in Online Courses](#)
- [Comparing Asynchronous and Synchronous Video vs. Text Based Discussions in an Online Teacher Education Course](#)
- Click here for a book on creating education videos  
[https://www.amazon.com/Creating-Simple-Sustainable-Educational-Videos-ebook/dp/B086VW87QH/ref=sr\\_1\\_1?dchild=1&keywords=99+tips+for+creating&qid=1633019513&s=digital-text&sr=1-1](https://www.amazon.com/Creating-Simple-Sustainable-Educational-Videos-ebook/dp/B086VW87QH/ref=sr_1_1?dchild=1&keywords=99+tips+for+creating&qid=1633019513&s=digital-text&sr=1-1)
- Click here for a book on HIP Online Learning  
[https://smile.amazon.com/High-Impact-Practices-Online-Education-Research/dp/1620368471/ref=sr\\_1\\_3?dchild=1&keywords=high+impact+practice+online+education&qid=1633118958&sr=8-3](https://smile.amazon.com/High-Impact-Practices-Online-Education-Research/dp/1620368471/ref=sr_1_3?dchild=1&keywords=high+impact+practice+online+education&qid=1633118958&sr=8-3)