



EARTH EDUCATORS'
RENDEZVOUS
ALBUQUERQUE, NM JULY 17-21, 2017

Improving Online Education in Earth Science

Thursday | 1:30pm - 4:00pm

UNM Student Union: Acoma A and B

Conveners:

J. Cory Pettijohn & Stephen Marshak

School of Earth, Society, & Environment

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Application

Foundation



Teaching Online

Summary

Please join us for this afternoon mini-workshop as we collaborate in a discussion of educational technology resources that help to engage blended and fully online classroom learners in readings and video lessons - foundational learning components often neglected due to the lack of accountability and assessment challenges. Without accountability, however, a large majority of students in hybrid and/or fully online classrooms typically will not take the time to participate in online lecture segments and/or required readings before delving into higher-order assignments that build upon the knowledge and contextual foundation gained from these cornerstone learning components.

Publisher resources, including adaptive learning study guides, e-texts, interactive quizzes, and guided animations, will be explored and compared against open-source resources. Workshop participants will also have the opportunity to: (1) identify additional online resources and media assets to incorporate in instructor screencast lessons, (2) develop an interactive video lesson segment, and (3) share their insights into actively engaging mobile learners in, and assess learning outcomes from, readings and lectures hosted in the online classroom.

Participants are encouraged to bring notebook/laptop computers or tablets to complete activities and demonstrate their own materials.

Workshop Goals

By the end of the workshop, participants will have. . .

- Discussed motivations for teaching and learning online
- Identified challenges of online learning
- Reviewed educational technology resources from textbook publishers
- Identified resources for building screencast lessons developed an interactive video lesson

Program Summary

1:30 Workshop welcome & introduction
1:45 Challenges and motivations of developing an online course
2:15 Educational technology resources
2:50 Break
3:00 Challenge of video-lecture development
3:30 Make an interactive video lesson
4:00 Workshop wrap up and evaluation

Discussion 1 - Motivations / Icebreaker Worksheet

Introduction

Welcome to our “Teaching Online” afternoon workshop at SERC Earth Educators’ Rendezvous 2017! We are very excited to collaborate on a discussion of how to engage mobile learners in blended and fully online classes in media-rich course content.

Please spend a few minutes individually filling in your answers to the questions below:

1. Have you taught an online class (Yes / No)?
2. How receptive is your department to online and blended learning? (1 not / 2 ambivalent / 3 enthusiastic)?
3. What are your motivations for wanting to attend a workshop addressing online learning?

Instructions

After you have written in your answers to the questions above, please introduce yourself with your table peers and share your responses to the questions above.

If you are the “Reporter” for your discussion table group - Please keep track of responses on this activity sheet so that you can summarize to the workshop the key points from your group’s responses.

Workshop plan . . .

1:30 - 1:45 *Welcome and introductions.*

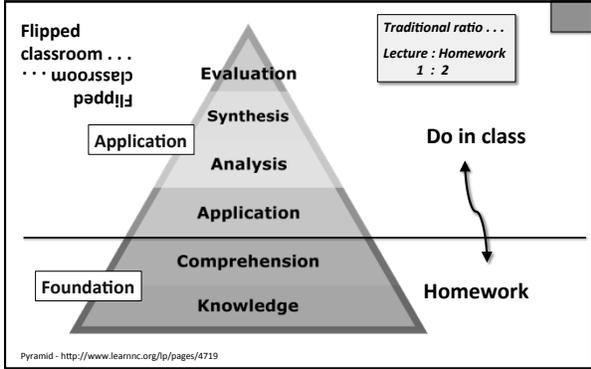
1:45 – 2:15 Discussion 1: motivations?

2:15 – 2:50 *Discussion 2: challenges and obstacles?*

3:00 – 3:30 Demo of video-lecture development

3:30 – 4:00 *Breakout:* Make an interactive video.

Rendezvous 2017 "Teaching Online"



Teaching models — new approaches use online

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

"Blending In: The Extent and Promise of Blended Learning in the United States" (2007)

The challenge . . .

How can online classes provide the **KNOWLEDGE FOUNDATION?**

(for both online only, and flipped teaching)



Rendezvous 2017 "Teaching Online"

Evaluation

Synthesis

Analysis

Application

- Interactive assignments.
- Google Earth field trips.
- Discussion forums.
- etc.

The challenge . . .

How can online classes replace the classroom active-learning component ?

Discussion 2 - Challenges?

Introduction

Have you ever taught an online class? If so, what were some aspects of the learning process that you found to be challenging? Have you ever taken an online class? If you haven't taken or taught an online class, what components of a face-to-face class seem most difficult to translate into the online format?

Please spend a few minutes discussing your answers to the question below:

- What are potential challenges and obstacles affecting learning outcomes in online classrooms?
 - 1.
 - 2.
 - 3.

Instructions

Please pair up with 1-2 individuals from your table and discuss.

Workshop plan . . .

1:30 - 1:45 *Welcome and introductions.*

1:45 – 2:15 *Discussion 1: motivations?*

2:15 – 2:50 *Discussion 2: challenges and solutions*

3:00 – 3:30 **Challenge of video-lecture development.**

3:30 – 4:00 *Breakout: Make an interactive video.*

Rendezvous 2017 "Teaching Online"

Lack of Accountability in Online Learning

Solution:

Video lectures cannot be more than 5 to 7 minutes long.

Have assessment breaks through the lecture -- for credit!

X completed Friday, April 7, 2017, 1:34 AM

X completed Sunday, May 7, 2017, 3:27 AM

Rendezvous 2017 "Teaching Online"

Interactive Video Example 



Rendezvous 2017 "Teaching Online" Workshop – Cory Pettjohn and Steve Marshak

I Interactive Video Analytics

Questions: Total 125 Students

Average Score

Lesson Completed Status

15:57 (84 min) 100% 3 B A 00:22

I have visited/hiked in the Great Smoky Mountains, Yellowstone, and Grand Canyon National Parks. Yellowstone was my first trip that I distinctly remember as a child because of all the colors of the minerals, strong sulfuric odors of the geysers, and roaring blazon that amazed me. I also remember looking over the edge of the Grand Canyon of Yellowstone and gazing at the drop below. My sister took advantage of my position and gave me a jarring nudge. I wearily approached any lookout point, paranoid that my plotting sister would be waiting to strike again. I recently hiked the Grand Canyon with a friend. We woke up early to see the sun cast long shadows across the canyon walls and bring light to the layers

(Wed Jan 18 2017, 6:15 PM) Points Earned for Answer: 0 1 2 3

Rendezvous 2017 "Teaching Online" Workshop – Cory Pettijohn and Steve Marshak

Instructor Presence and Mobile Learner Engagement

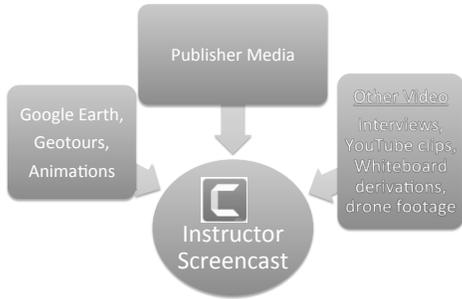
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How to Record a Screencast

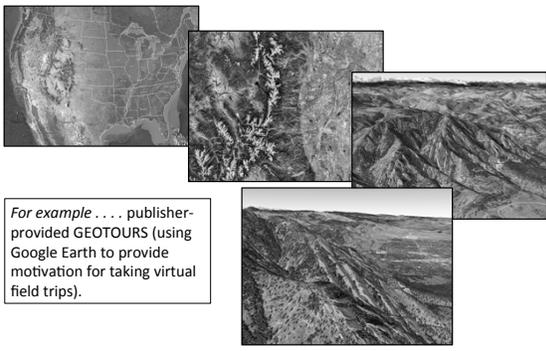
- Screencasting Software
- External Microphone
- External HD WebCam
- Good Lighting
- Extra Monitor (Optional)

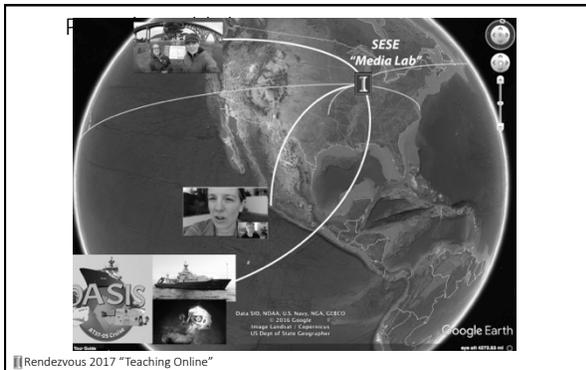
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Media Resources for Screencast Lesson Segments



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Rendezvous 2017 "Teaching Online"

Discussion 3 - Textbook Adoption

Introduction

In this third discussion activity as part of our afternoon workshop, we will focus on the topic of textbook vs. open-source material adoption. As textbooks from major publishers typically come with a host of ancillary materials conducive to online teaching and learning, some Instructors may prefer to adopt open-source (free) materials in their courses.

1. Can contrasts in organization be a problem?
2. Can you have the same learning outcomes with open-source materials
3. How do these questions apply to higher-level courses?

Instructions

Please pair up with 1-2 individuals from your table and discuss.

Screencast Brainstorming Worksheet

Instructions

Take a minute to note which of the following screencasting tools you may need to rent or purchase prior to recording your first screencast lesson:

- _____ HD Webcam
- _____ Webcam tripod @ eye-level
- _____ External Mic (e.g., Blue Yeti, Blue Raspberry, etc.)
- _____ Screencasting Software (Camtasia, Screencast-o-Matic, Adobe Premier)
- _____ 2nd Monitor (optional, but very handy)
- _____ Well-lit & quiet recording studio(s) (home and/or campus)

Notes:

Pick a topic from one of your blended or fully online classes. Write the topic below (e.g., “Tropical Cyclone Formation”):

List 3-5 specific media sources to include in your screencast lesson segment. Media may include publisher images and animations, field videos, YouTube videos, recorded Skype calls with guest experts, lab demonstration images and videos, etc.:

- 1.
- 2.
- 3.
- 4.
- 5.

What questions do you have about producing your screencast using the media assets identified above?

Build an Interactive (PlayPosit) Lesson - Worksheet

Introduction

Students in blended and fully online classrooms gain their foundational knowledge by engaging in online video lesson segments (instructor screencasts, supplemental online videos, etc.) and reading activities. Without accountability, however, a large majority of students typically will not take the time to watch video lesson segments before delving into higher-order assignments that build upon the knowledge and contextual foundation gained from the video lessons segments and required readings.

Interactive video lesson builders (e.g., PlayPosit, TedEd) deeply engage learners, hold them accountable to the material, and provide detailed assessment tools and analytical data on the learning process. As such, building interactive video content into online and blended classrooms allows Instructors to help mobile students actively progress through the learning process and material in an engaging and meaningful manner.

Learning Objectives

After completing this activity, workshop participants will have:

1. Created an interactive video lesson using the PlayPosit lesson builder
2. Shared their sample interactive lesson bulb with a colleague
3. Discussed how the interactive video helps to foster the online learning process and student engagement factor

Instructions

Pair up with 1-2 others at your table. Preferably using a notebook/laptop computer (tablets will work), please complete the following:

1. Navigate to <https://www.playposit.com> and sign up for a free Instructor account (you'll need an Email address). You will answer a few questions about how you may be using the PlayPosit lesson builder in your classroom(s).
2. Once you have created a free PlayPosit account, navigate to: <https://www.playposit.com/trial/CARPEDIEM> for a free Premium (Master Instructor) trial. You will be asked for your home institution.
3. Navigate to the main dashboard screen ("DASH") and select the light blue "Design Video Bulb" tab. Copy and paste <https://youtu.be/7cBtNnednMA> into the "Enter Video URL Here"

space in the lesson builder window. This links a 2 min. clip from Steve’s “Planet Earth. . .and YOU!!!” Coursera MOOC that you will use for this activity. Click “ADD”.

4. Play the video to get started. First, add a Multiple Choice question type corresponding to an inferred learning outcome at an appropriate transition in the lesson video. To do so:

- a. Click on the lesson builder icon in the bottom-center of the screen, as shown below.



- b. After writing your MC question, select the correct multiple-choice answer option by checking the green circle to the left of the correct answer option.
 - c. Next, add specific feedback for each of the answers by clicking the tool icon to the right of each answer.
 - d. Randomize the answers as they appear for the student by selecting the triple-dot icon in the top-right of the MC question builder window.
 - e. Save your question and modify the time stamp, if necessary.
5. Add 1 other question type (Free Response, Reflective Pause, Polling Survey, Check All, Fill Blank) at an appropriate assessment point in Steve’s lesson clip.
 6. Change the lesson SETTINGS by clicking the triple-dots in the very top right corner of the screen, immediately to the right of the lesson “MONITOR” option. Select the lesson “SETTINGS” gear icon.
 - a. Change the title of the lesson
 - b. Add a Learning Objective
 - c. Take note of, and change a few of the Bulb Settings. I (Cory) prefer to allow viewers to rewind during lessons, and re-take, once completed. Allowing students to fast-forward and skip questions may reduce engagement in the lesson.
 - d. Notice that you can manage your Captions for accessibility.
 - e. After changing your options, scroll down and select “CLOSE”.
 7. PREVIEW your lesson and make any changes necessary. Note that when a question pops up, you have the ability to hide/show the question while the video is paused. Students often miss this option and may get frustrated that they can’t see the entire screen during the pause. After previewing, close the new preview web browser window.

8. SHARE your lesson! After clicking on “SHARE” at the top right, select the “Share to colleagues, ungraded,” option in “URL Settings.” Copy and paste the “Share URL” link. Text and/or Email this to someone’s mobile device in the group.
9. Close the lesson builder by, again, clicking the triple dots on the top right. In the drop-down menu, please select the “Finish” option.
10. Discuss with your group the positives and negatives to using an interactive video lesson builder like PlayPosit in your online and blended classrooms.

Following are some useful tutorials that the PlayPosit team has made available:

- Welcome and overview of PlayPosit -- [click here](#)
- Design interactive videos -- [click here](#)
- How to design a bulb (text document) -- [click here](#)
- Video hosting with mp4 uploader -- [click here](#)
- Personalize learning paths with branching -- [click here](#)

Notes:

What questions do you have about using PlayPosit in your classroom?



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Appendix A

“8 Tips for Lecture Capture on a Shoestring”

Online Learning Consortium (OLC)
2017 Institute for Professional Development
Online Workshop Schedule



8 Tips for Lecture Capture on a Shoestring

Whether you're flipping your courses, creating videos to help your students understand specific concepts or recording lectures for exam review, these tips can help you optimize your production setup on a tight budget.

- By Dian Schaffhauser
- 05/17/17



Maybe you've seen "[Video Dad](#)," the professor whose video interview on South Korean politics with the BBC was interrupted when his young daughter danced into his office, followed by a baby scooting along in a walker, followed by a harried mom trying to rescue her family from the prying eyes of the world and salvage her husband's broadcast career.



BBC commentator Robert Kelly's "Video Dad" moment

When Raul Burriel watched that video, he saw somebody with "considerable experience doing these kinds of interviews." After all, said the streaming media coordinator for [Oregon State University](#), video dad Robert Kelly had things positioned in just the right way. The video camera is above him, pointing downward. He has positioned his own books strategically on his desk. And the space he uses is narrow, in the sense that the wall behind him is maybe four or five feet away. Burriel's guess: Notwithstanding the domestic interruption, Kelly has "probably evolved and developed this layout and look over a number of interviews."

Burriel oversees what he calls the "media ecosystem" at his university, a topic on which he speaks nationally. While Oregon State maintains media production units for creating high-quality video, these days, he noted, "everyone's got a video creation device in their pocket." In fact, he estimates that 90 percent of the video creation done on campus is user-generated content, whether it's faculty making videos to help students learn, students creating videos for assignments, webinar production or extension service tutorials made for people out in the field.



Oregon State University Streaming Media Coordinator Raul Burriel

Here's what Burriel has recommended for setting up a production studio to make videos with impact — and on a tight budget.

1) Speak Into the Microphone

When setting up a space for good video and audio recording, sound dampening is key. You want to make sure you don't get noise from people walking in the hall outside, for example, or from machines such as elevators or climate systems. While these factors can't be avoided entirely, Burriel noted, they can be addressed with insulation on the walls or a switch that opens or closes the air handling in the room.

Also, choose a quiet space to minimize ambient noise. Or as Burriel put it, "Don't choose a space where there's a basketball court upstairs."

Next, Burriel said, pay attention to your microphone. If you're creating a recording from a computer, for example, oftentimes you'll expect to use the "little pinhole" mic at the top of the PC or iMac monitor, which could be three or four feet away from where you're sitting.

Burriel's suggestion: Use a headset with a mic right by your mouth or a "boom mic" that you can have near you. Either of those options "is always better than whatever is built into your laptop or iMac," he said.

If that exceeds your capacity, then at least do these two things: "Lean in toward the mic" to direct your voice and make sure it captures your audio "to the best of its ability," and avoid "wiggling too much in your chair."

2) Reconsider Whether You Want to be a Talking Head

Lighting is a trickier topic, worth "deferring to professionals." Burriel said he's seen too many videos that come across "like some person hunched over a laptop looking to the camera recorded at two in the morning where it's really dark behind them and the only light you see is the glare of the monitor on their face."

His advice: Ask yourself if you need to appear in the video in the first place. "Oftentimes as a professor doing a presentation, what is paramount is the screen content," he explained. "In most of our recording scenarios, we simply do not have cameras. It is not relevant to the content, and it boils down to a question of vanity." When it comes up, he added, so do questions about how the hair looks, whether makeup is necessary or whether there's a shine on the instructor's forehead.

In those scenarios where a "talking head" is essential, such as in faculty introductions for online classes, Burriel strongly recommends recording them "in a professional space with a professional videographer behind a camera and professional lighting." In fact, to save time, all of the introductory videos for a course could be recorded in one sitting and banked up for future use.

If you don't have that option, he suggested, then keep these practices in mind:

- Turn on the lights in your room and use lamps without lampshades to limit shadows and maximize the visuals while reducing glare. Then position the lighting so it's off camera;
- Stay "aware of your mannerisms" to prevent weird shadow shifting; and
- Plan on taking two or three different recordings "until you discover the best solution" for key lighting and backlighting.

"It's all about being aware of what you're doing before you do it," he said.

3) Keep Your Recording Device Steady

Burriel doesn't recommend any specific type of hardware for recording. After all, he said, "The latest generations of mobile phones have exceptional cameras built into them." But he does recommend "something that is steady."

If you're using your smartphone or tablet, get a tripod — "something you can pick up at Amazon for \$9.99" or, if your budget allows, a clamp [GorillaPod tripod from Joby](#). At the very least, stabilize the device against books or rocks. "I've seen videos that look perfectly fine and never realized that guy probably propped it up in a tree branch," Burriel said.

While you're at it, make sure you have it set horizontally. "Vertical video is the bane of my existence," he added. "While a number of students will view your video on a mobile device where vertical video is fine, it doesn't look so good on desktop platforms."

Then, if your phone allows you to do so, flip the camera image around so you can see yourself to make sure it's positioned correctly. Positioning gets into "selfie techniques," Burriel said. "A selfie always looks better if you hold the camera up above you and point it down than if you were to hold it below you and point it upward at your chin."

4) Avoid Using the Camera Built Into Your Laptop

Companies vary in where they position their laptop cameras. Most, said Burriel, have them located at the top

middle. Others have it on the side in a corner. And some, such as certain Dell XPS laptops, have such narrow bezels, the cameras are squeezed into the bottom of the screen, resulting in videos "where you are basically looking up your nostrils — not at all an ideal situation."

If you have no choice but to use the built-in webcam, then he recommended positioning the laptop "on a stack of books so that it's actually looking down at you." The problem with that, he noted was that it also repositions your monitor and keyboard, which you may want access to. His solution: acquiring a low-cost [Logitech webcam](#) that can be attached by a cable to a USB port on your computer. "They can move around. They're designed by and large to clamp onto laptops but not exclusively. They also tend to stand on their own as well," he said.

At the same time you get that webcam, consider a wired or wireless microphone. A headset with both earphones and mic will work if you're not doing headshots; otherwise, "it looks really silly on your head." But if you're sitting in front of your device recording yourself talking, consider a [Blue mic](#) that plugs into a USB or Lightning port or a wireless solution that attaches to your lapel. Either would look fine, even if they show up in the video.

5) Explore a Range of Recording Software

If you're using your smartphone to record videos, it already includes software to handle the capture. The same with a laptop outfitted with a webcam, either internal or external. To take your production operations "a step further" and do screen recording or a slideshow presentation, you'll need additional software. But that doesn't mean you need to spend money.

Burriel points to [Screencast-O-Matic](#), a free option that allows you to record up to 15 minutes and save your recording as a file or post it to YouTube. (A \$15/year "pro" version expands your options, allowing you to make longer recordings and publish to other locations.)

Up from there, Burriel noted, it's a "sliding scale" that includes feature-rich programs as [TechSmith Camtasia](#), [Adobe Captivate](#) and [Adobe Presenter](#). These are "so much more than just screen recorders," he insisted. Videos can include bookmarking, allowing viewers to run a text search and be taken directly to a specific part of the recording. "It's the difference between a basic or what I sometimes call a 'dumb' recording and an enhanced or 'intelligent' recording," he explained.

A step beyond those dedicated applications are "online video platforms," including [TechSmith Relay](#), [Panopto](#), [Tegrity](#) and [Kaltura](#) (the "800-pound gorilla that everyone is trying to play the me-too games with"). These OVPs, as Burriel refers to them, include a recording component and are typically licensed by the institution for full campus usage for managing and delivering videos as well.

6) Forget About Editing Your Videos

"Editing scares a lot of people in the video world," observed Burriel, adding, "I probably fall into the domain of people who get scared."

His suggestion is to keep videos at two to five minutes in length and never to edit them. "It's a lot easier to delete it and produce another three-minute recording than it is to spend 30 minutes trying to edit out all the 'ums' and 'ahs'" of a longer recording.

Other advantages of shorter videos are that students are more likely to watch them all the way through, and the concepts covered are more likely to be retained. "My recommendation to professors who want to record lessons is that they chunk up or cut up their presentations into very small consumable bits," he said.

While you're at it, he said, work from a basic script — even bullet points — to keep the videos concise and on point.

7) Remember Accessibility

Accessibility, declared Burriel, "is paramount in all student content." For videos, that means providing captions. Fortunately, there is "no shortage of caption providers out there right now." (A list is provided [on the website for the National Association of the Deaf](#).) Those will usually charge between \$2.50 and \$5 per minute of recording, he estimated, and give you turnaround time of between 24 and 48 hours.

You can also provide your own captioning from a script, if it's detailed enough — meaning "at least 99 percent accurate." If you need to transcribe the audio from your video manually, Burriel suggested this hack: Record your video and upload it to YouTube. YouTube will apply its machine transcription to the audio as a starting point. Then you can download the captions into your caption editor and improve on the captions from there. Afterward, you can delete the video from YouTube and add it to your institution's platform.

When you use an institutionally licensed platform such as Kaltura to host your videos, you gain a lot of benefits, said Burriel. For one, it integrates with the learning management system. For another, it accommodates the policy requirements related to accessibility. On top of those, however, is another significant difference, related to copyright.

As Burriel explained, "You can have a scenario where a copyright holder will say, 'Yes, it is fine for you to share this documentary I have made with your students in a secure environment so long as no one but your students enrolled in this class can watch this video.'" YouTube can't meet that requirement, he noted. If you uploaded a copyright holder's documentary onto YouTube, the video service's ID system would recognize it as copyrighted content and could shut you down altogether. That's an important consideration when there's "basically one user ID for an entire institution." Getting shuttered would mean every video posted by your school would be taken offline. "That can be catastrophic," he pointed out.

8) Think Before You Record

While not everybody can expect to go viral like "Video Dad," there's no reason you can't make your production the best it can be on a budget. Burriel's final advice: "Always put some thought into what you're doing before you do it, and then after you've done it the first time, scrap it and do it again." After all, "Your first video is never going to be as good as your last video. It's all about comfort and experience."

The Open Video Standard

A fledgling effort begun by [Kaltura](#) but picking up steam among other vendors is attempting to standardize lecture capture and other college-produced videos. The idea of the [Open Video Standard](#) is to allow recordings to be made on any available hardware and uploaded to any cloud service in use by the institution, whether that cloud is maintained by Kaltura or by one of the other OVP companies. While Kaltura has developed an initial spec for related metadata and handed it over to the [IMS Global Learning Consortium](#), the keeper of education technology standards, you won't yet find much on the IMS site about it. [Oregon State University](#)'s Raul Burriel, for one, is looking forward to adoption among the vendors his university works with, because he believes it will add "intelligence" to the many recordings the institution manages.

About the Author

Dian Schaffhauser is a senior contributing editor for 1105 Media's education publications *THE Journal* and

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CAMPUS TECHNOLOGY

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	Fundamentals: Supporting New Online Learners	Dr. Karen Girton-Snyder	Jul 24, 2017 Learn More
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Fundamentals: Engaging Learners In Online Discussions	Dr. Brian Udermann	Sep 11, 2017	Learn More
Introduction to Audio & Video Tools		Sep 11, 2017	Learn More
Introduction to Copyright & Fair Use, Part 1	Linda Enghagen	Sep 12, 2017	Learn More
Leadership in Online Learning Mastery Series		Sep 13, 2017	Learn More
Introduction to Screencasting Tools	Dr. Arifa Garman	Sep 13, 2017	Learn More
Creating Multimedia Introductions	Bethany Bovard	Sep 13, 2017	Learn More
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