How Can I Keep From Singing
Volunteers from the Villanova University Faculty-Staff Choir perform “How Can I Keep from Singing” under the direction of Elizabeth-Jane McGuire, PhD
Embedding Video Components in Your Course:

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Session Outcomes

At the end of the session, participants will be able to:

• Reflect on students’ feedback on video usage;
• Analyze good practices of using video components to benefit students’ learning;
• Recognize tools and services to create engaging video components;
**Student Feedback on Video Usage**

- **Breakout Groups**

- **Three-step group work. (20 mins in total)**
  - Step 1: Brief Introduction (suggested time: 3 mins)
  - Step 2: Student Feedback (suggested time: 5 mins)
  - Step 3: Faculty Reflections (suggested time: 12 mins)
    - Suggestions on use of video
    - Consideration of other video components
# Student Feedback on Video Usage

<table>
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<tr>
<th>Suggestions</th>
<th>Other Video Components</th>
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Workload - Consideration

• Credit Hour Policy and Scheduling Guidelines
  • “Except as otherwise described in the “Specific Guidelines” below, all credit courses offered by the College of Engineering, College of Liberal Arts and Sciences, College of Nursing, College of Professional Studies, and School Of Business are normally expected to meet for 50 minutes per credit hour per week during a fifteen-week semester;”
  • “Consistent with the policies of the federal government and the Middle States Commission on Higher Education, credit courses are normally expected to include approximately two hours of out-of-class student work (or the reasonable equivalent) per credit hour per week during a fifteen-week semester;”

• Asynchronous workload
Length

Student engagement with streaming videos
Based on Guo et al., 2014

Approximate percentage of video watched by students

Video length (minutes)

0-3 3-6 6-9 9-12 12-40
Value of Videos

Bloom’s Taxonomy

Before Class -> Remembering
During Class -> Understanding
After Class -> Applying

Revised Edition (By Lorin Anderson)
Value of Videos

Bloom’s Taxonomy

Before Class
- Remembering
- Understanding
During Class
- Applying
- Analyzing
After Class
- Evaluating
- Creating

Revised Edition (By Lorin Anderson)
Value of Videos

Bloom’s Taxonomy

Before Class
During Class
After Class

Remembering
Understanding
Applying
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Evaluating
Creating

Revised Edition (By Lorin Anderson)
Applications of Video Components

• Course content delivery
  – YouTube or others
  – Self-created videos
  – Guest speakers
Applications of Video Components

• Course content delivery

• Instructor welcome video/course orientation
Applications of Instructional Videos

• Course content delivery
• Instructor welcome video/Course orientation
• Weekly “fireside chat” /video instructions on assignments
Applications of Video Components

- Course content delivery
- Instructor welcome video
- Course orientation
- Weekly “fireside chat” /video instructions on assignments

**Interactions**
- Student interactions
- Interactive questions
Applications of Video Components

• Course content delivery
• Instructor welcome video
• Course orientation
• Weekly “fireside chat” /video instructions on assignments
• Interactions
• **Provide rich feedback on assignments**
“The best professors are those who check in frequently with students to see what's working and who are willing to make adjustments to the course as we go. Just knowing that a professor has your best interests in mind and is empathetic to students' mental health and other difficulties this semester is very important”.
TOOLS TO CREATE ENGAGING VIDEO COMPONENTS

• Content Delivery
  • YouTube, posting Mediasite Links, other video resources
  • Zoom Cloud Recording – Guest Speaker
• Interaction
  • Providing feedback to students – Video Feedback via Bb Grading Tool
  • Interactive Discussion Board – VoiceThread
  • Students Uploading Videos – Use VoiceThread or have students upload to Mediasite and then share the link via Blackboard (via Discussion Board or submitting Bb Assignment)
1. Many ways to post a YouTube Link
2. Method you choose depends various factors (e.g. how you want the video appear for your students, how many videos you have, how much other content do you have on the page)
3. Organize content on your Blackboard so it is clear, organized, concise, and suited to the content they need to view

Insert YouTube weblink within Content Item
- Embeds video thumbnail on Blackboard Page
- Can create a list of YouTube Links

Insert YouTube weblink as a Blackboard Weblink
- Takes Student Directly to YouTube site

Use the Blackboard-YouTube Mashup Tool
- Creates individual YouTube links on Bb page
INSERT YOUTUBE WEBLINK WITHIN CONTENT ITEM
INSERT YOUTUBE WEBLINK WITHIN CONTENT ITEM
INSERT YOUTUBE WEBLINK WITHIN CONTENT ITEM
https://www.youtube.com/watch?v=szcgDOInQZM
INSERT YOUTUBE WE BLINK WITHIN CONTENT ITEM

YouTube Link

Basketball Video

Basketball Video 2

Basketball Video 3
INSERT YOUTUBE WEBSITE LINK WITHIN CONTENT ITEM

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

[Basketball Video]
INSERT YOUTUBE WEBLINK AS A BLACKBOARD WEBLINK

Basketball
INSERT YOUTUBE WEBLINK AS A BLACKBOARD WEBLINK

Content Homepage

Edit Web Link

A Web Link is a shortcut to a Web resource. Add a Web Link to a Content Area to

* Indicates a required field.

WEB LINK INFORMATION

* Name

Basketball

* URL

https://www.youtube.com/watch?v=1QN9hdPNvY.

For example, http://www.myschool.edu/
USE THE BLACKBOARD-YOUTUBE MASHUP TOOL

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**Villanova vs. North Texas - Second Round NCAA tournament extended highlights**

- **Duration:** 9:50
- **User:** n/a - **Added:** 3/21/21
- **YouTube URL:** [http://www.youtube.com/watch?v=ECRwVP6tU3Q](http://www.youtube.com/watch?v=ECRwVP6tU3Q)

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Watch Video
USE THE BLACKBOARD-YOUTUBE MASHUP TOOL

Villanova vs. North Texas - Second Round
NCAA tournament extended highlights
POSTING MEDIASITE LINKS
TOOLS TO CREATE ENGAGING VIDEO COMPONENTS

• Interaction
  • Providing feedback to students – Video Feedback via Bb Inline grader
  • Interactive Discussion Board - VoiceThread
You can embed audio and video recordings with your feedback as you grade attempts. Students watch or listen to your feedback alongside any text you include.

Recordings can help you connect with students in courses with little to no face time. Provide students with useful, actionable, and more personal feedback regarding their submissions.

Available in Blackboard Assignments, Blackboard Quizzes, Blackboard Discussion Board
Interactive discussion tool that allows students and their instructors to engage in an asynchronous discussion using a variety of communication mediums that include:

- Video
- Audio
- Screen Capture
- Screen Annotation
- Pictures

Think of it as a “multimedia” discussion board

This tool is fully integrated with the Blackboard course environment and found under Tools.

New Assignment Interface for VoiceThread (June 2021)
INTERACTIVE DISCUSSION BOARD - VOICETHREAD
This appears to be a baseball player from a bygone era. He doesn't resemble today's players.
INTERACTIVE DISCUSSION BOARD - VOICETHREAD

Choose activity

Create
Students are required to make a VoiceThread using a video, image, document, or presentation.

Comment
Students are required to make a comment on a VoiceThread.

Watch
Students must watch or listen to an entire VoiceThread.
Contact UNIT Helpdesk (support@villanova.edu) and someone from UNIT-Learning Technologies will follow up

Workshop Calendar: https://www1.villanova.edu/villanova/unit/helpsupport/traininghelp/schedules.html

Zoom: https://www1.villanova.edu/villanova/unit/instructionaltech/blackboard/WebConferencing/Zoom.html

VoiceThread: https://www1.villanova.edu/villanova/unit/instructionaltech/blackboard/bbtraining/voicethread.html
Mediasite is...

1. Lecture Capture technology used in classrooms to automate recording

2. Lecture Capture technology used on your computers to record or convert presentations videos (zoom, clips)

3. Ideal / Optimized / Preferred Portal method or portal to manage and distribute your multimedia
Mediasite is...

1. A technology platform that is used to record, edit and distribute lectures / presentations.

2. Tool / Platform that has features
   a. To facilitate engagement
      i. Annotation, Q&A, Comments, Polls
   b. Measure engagement
      i. Analytics
   a. Assess formative / summative comprehension
      i. Quizzing, Student Created Content
Mediasite Training Options

1. Improving video and audio for online lectures
2. Creating micro-lectures for Spring courses with Mediasite Desktop Recorder
3. How to use digital whiteboards in your micro-lectures
4. Editing micro-lectures & Optimizing file sizes with software