

Using the Power and Familiarity of YouTube to build Student Success

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Agenda



- Background
- The need for additional student support resources
- The problem with the platform
- The solution
- Results/unintended consequences

Background

The Course

- Fundamental ACC course
- Majors/non majors
- Steep learning curve

The Students

- Competing priorities
- Inconsistent Excel experience
- Limited context

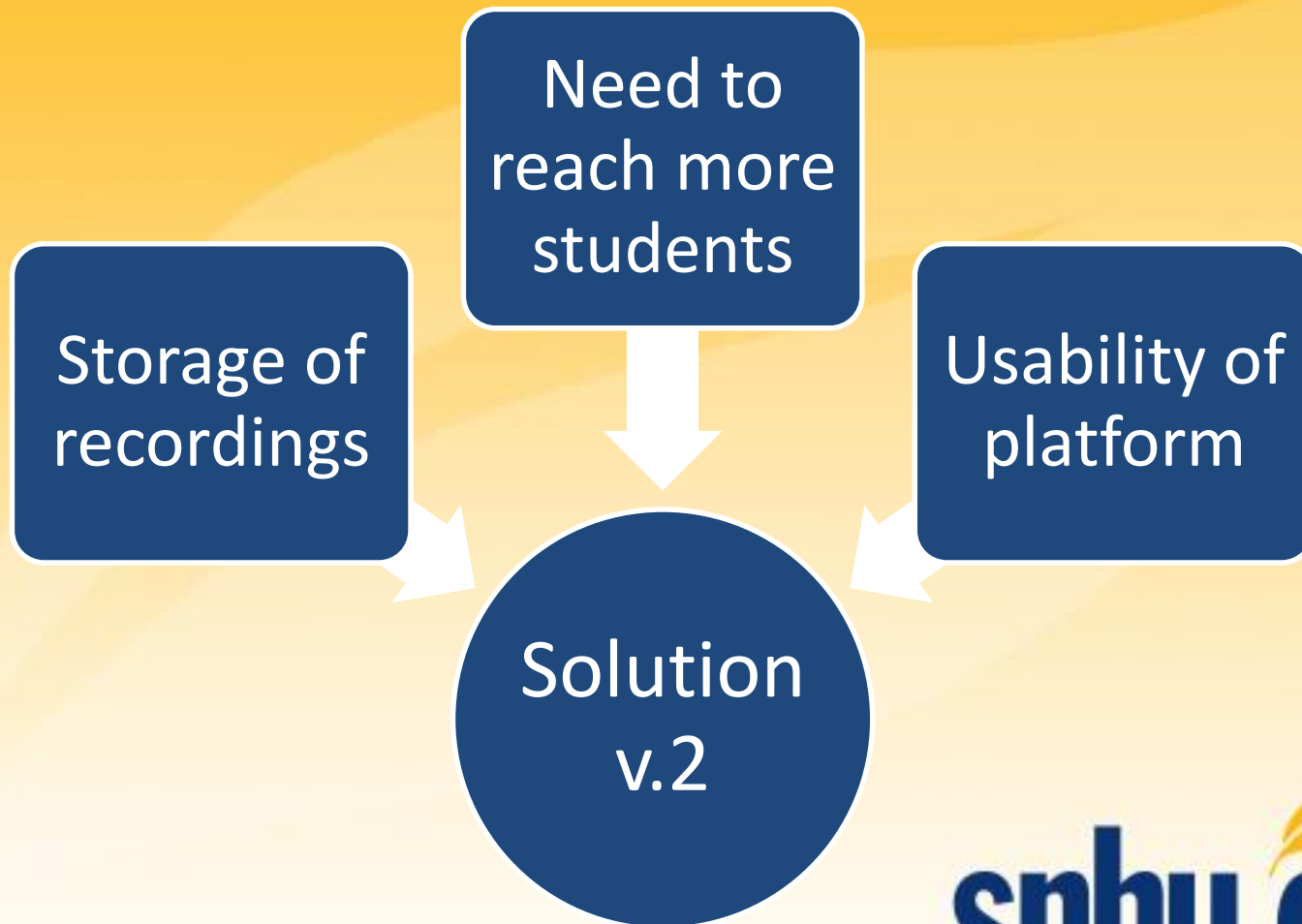
Concerns

- Lower than expected submissions and success
- Course attrition



- Content specific, synchronous sessions/recordings
 - Content driven by needs analysis
 - Student questions, submissions, grades
- Provide feed forward support and coaching based on historical and current observations
- Video resources aggregated for later viewing
- Platform=Adobe connect

Bumps in the road...





- Micro learning video artifacts
 - Directly aligned to assignments
 - Brief (less than 7 minutes)
- Course specific YouTube channel
 - Recordings cataloged by module/assignment
 - Channel promoted to students
- Instructors post relevant videos for each week

Why YouTube?



Key YouTube Stats

Exceeds **2 billion** views a day

Nearly double the prime-time audience of all 3 major U.S. broadcast networks combined

24 hours of video uploaded every minute

Average person spends
on YouTube



15 minutes a day

More video is uploaded to YouTube in 60 days than all
3 major US networks created in **60 years**

70% of YouTube's traffic comes from outside the U.S.

Why YouTube?

- YouTube has an enormous library of videos, many potential uses
 - Collaborative peer assignments
 - Micro learning
 - Small, specific bursts of content
 - Learners are in control of what they are learning
 - Just-in-time tutorials
- Readily available to faculty and students
 - Mobile access
- Student familiarity with the platform
- Creation of learning objects that can be reused saves faculty time
- Resources are aggregated in one central place
 - Helps reduce potential for info overload
- Analytic tracking capability

Why YouTube?

- Students log in at self determined time of readiness
 - Where/when they are ready to engage with content
- Increased focus on task specific learning behavior
- Ability to create just-in-time resources/support
 - Library of micro-learning artifacts
- Analytic tracking



Comprehensive, agile, course specific resource library

- Easily accessible
- Easily updated

Analytic tracking

- Allows for continuous improvement

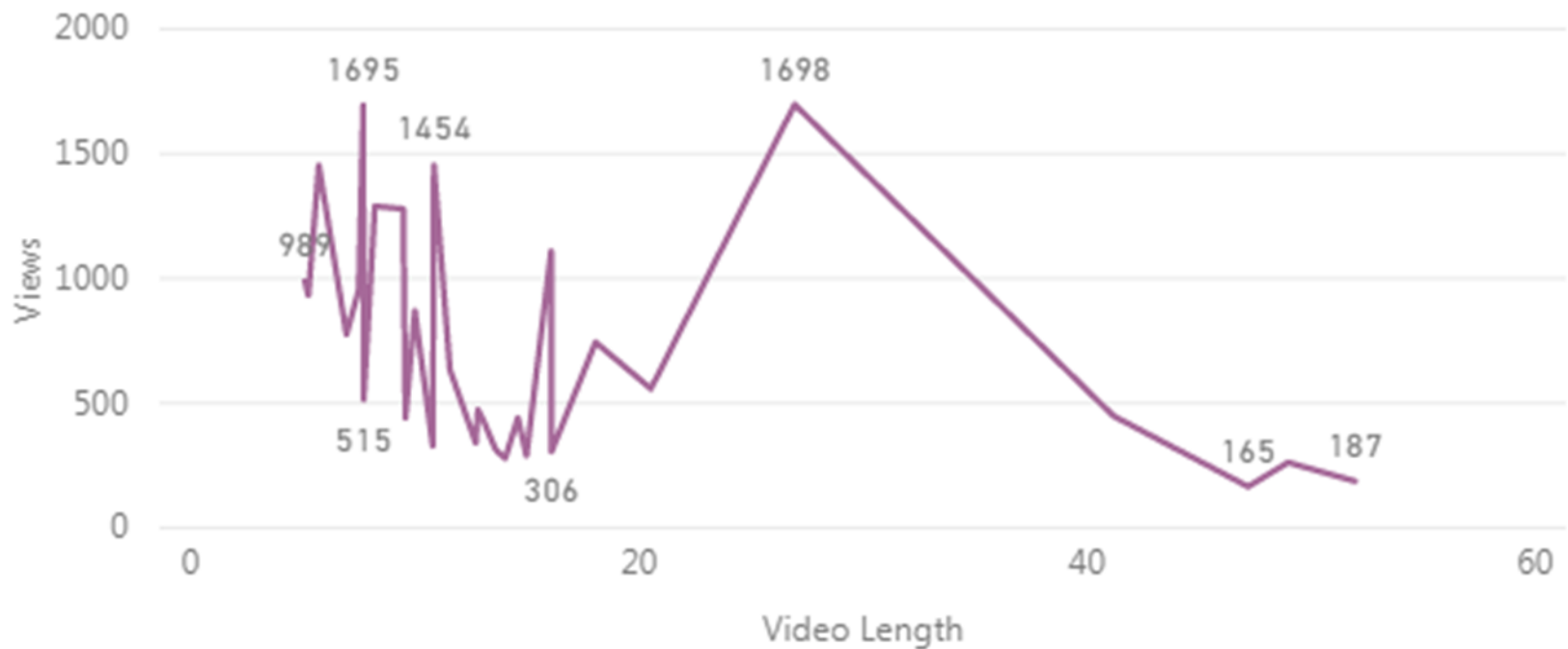
Just-in-time, feed forward support

Reduced faculty workload

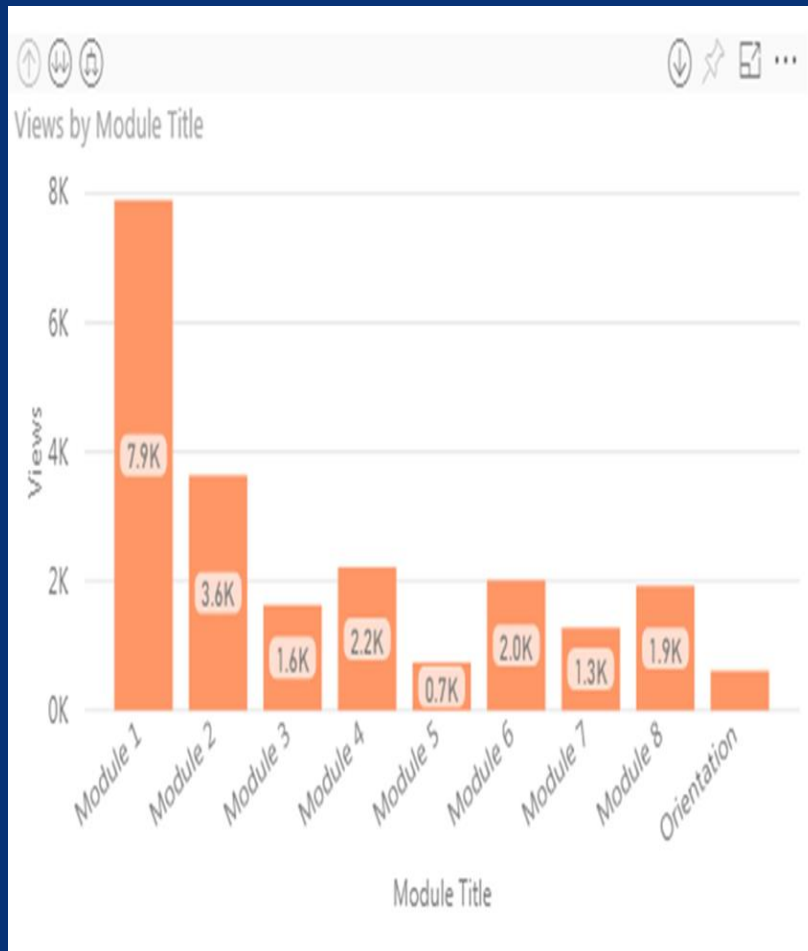
- No need to recreate existing resources

Video Length

Views by Video Length

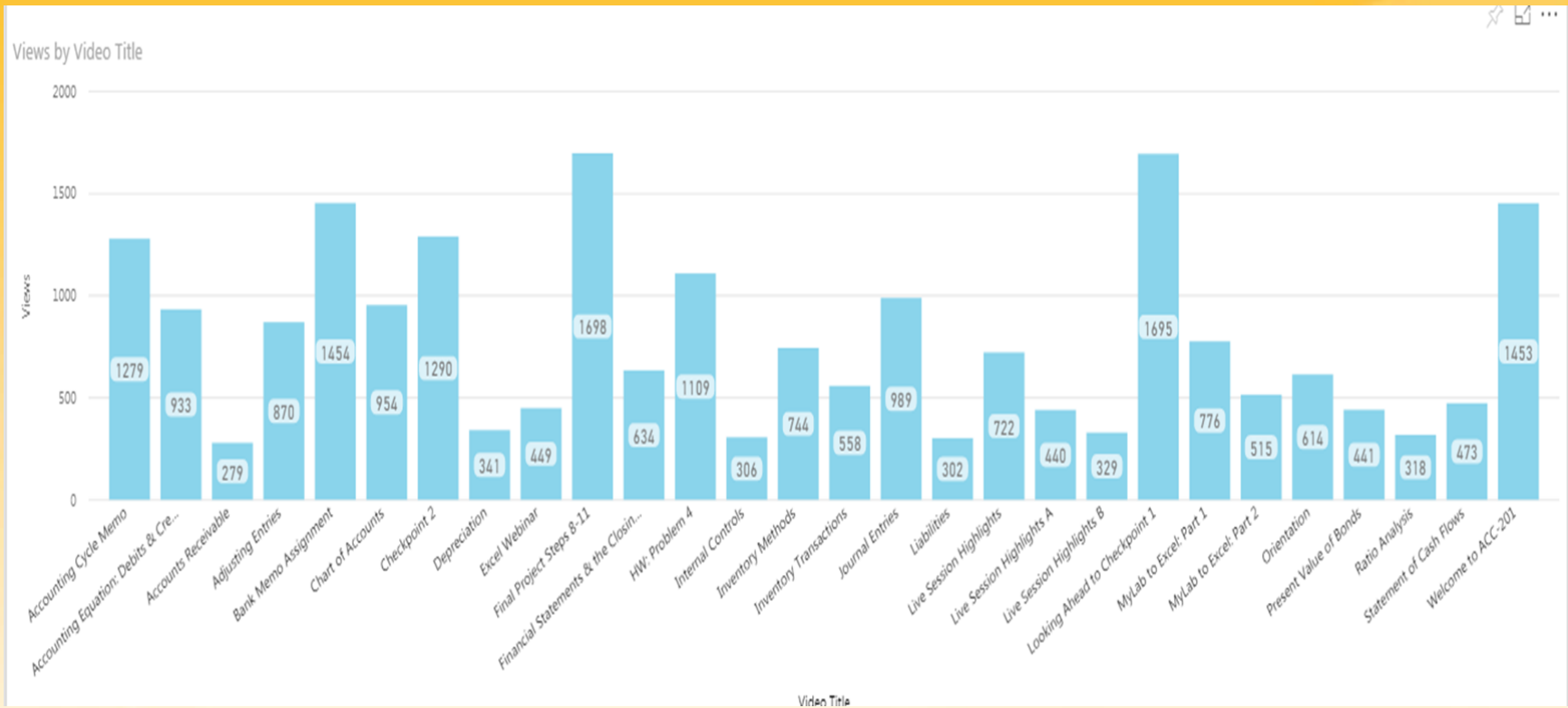


Views by Module Title

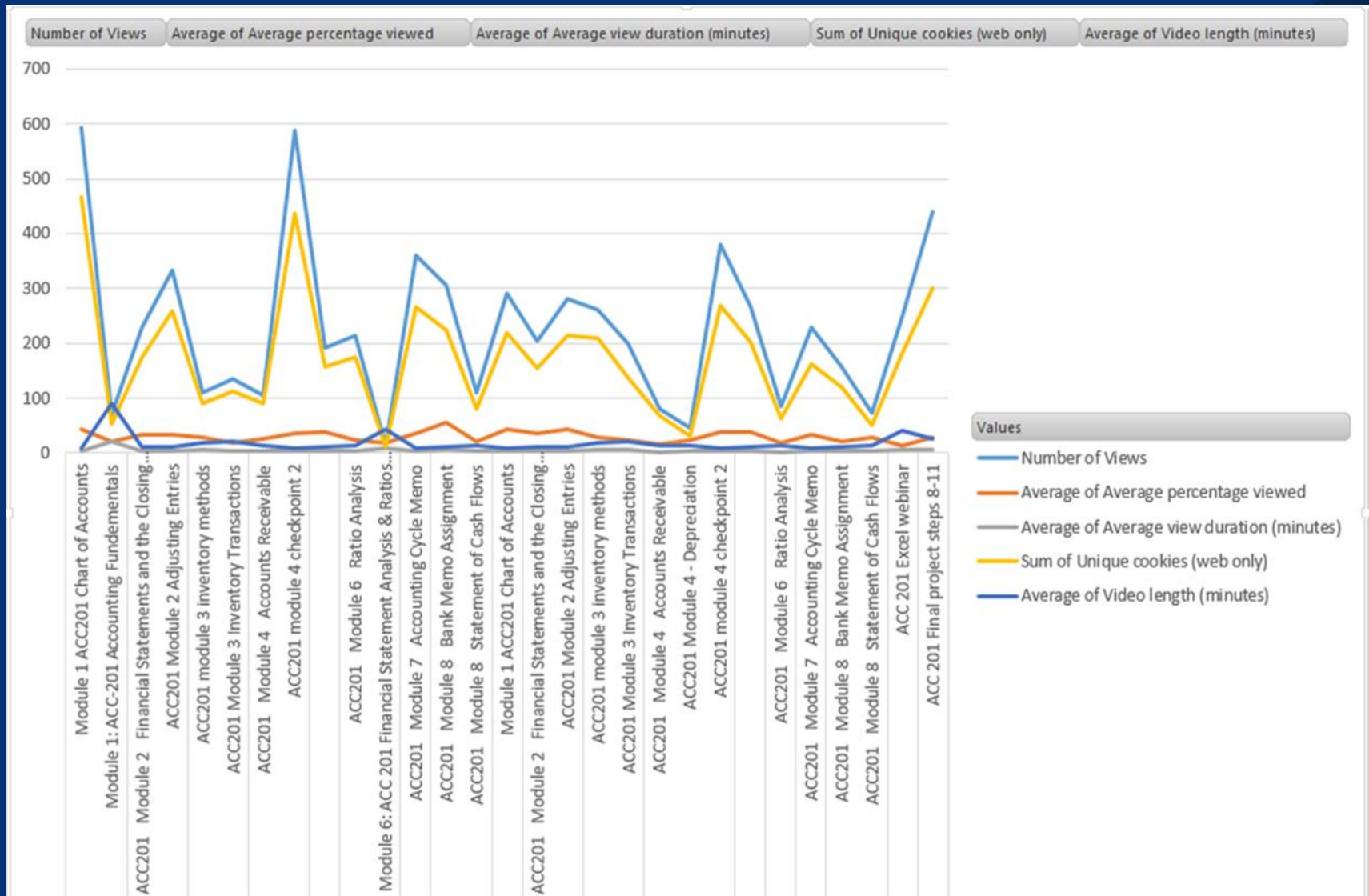


- Videos aligned with module (week)
- ‘just in time’ resource creation capability
- Analyze/track views by module
 - Resource planning

Views by video title



Channel Analytics





<https://www.youtube.com/playlist?list=PLIUGQIFH9gA9Q313fqSAIwdJ3IBYQypGH>

Next Steps...

- Continue to refine resource selection
- Increase student traffic on channel
- Break longer videos to micro learning artifacts
- Create outcome-specific videos
 - May help to demonstrate success
- Explore potential of including intentional asynchronous chat to accompany videos
 - Increase peer to peer interactions

Discussion



Session Evaluations Contest



- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click "Evaluate Session" at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry
Five (5) \$25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website



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