Just Add Video?

Action Research on Student-Generated Video in Discussion Forums in an Online Hospitality Course

RANDALL BEAVER – FLORIDA INTERNATIONAL UNIVERSITY
CAROLE SOX, Ph.D – COLUMBIA COLLEGE (SOUTH CAROLINA) + FLORIDA INTERNATIONAL UNIVERSITY

NOVEMBER 16, 2018 – OLC ACCELERATE – ORLANDO, FL
WHAT WE’RE GOING TO COVER

• About us / Instructional Designer – Faculty Collaboration
• Research project (student use of video in discussion forums)
  • Steps
  • Preliminary analysis and results
• Best practices for using video in online discussion forums
• Promises and challenges of collaborative research between instructional designers and faculty
• Feedback and Questions
ABOUT US

INSTRUCTIONAL DESIGNER

• TEACHING, LEARNING, AND TECHNOLOGY - ONLINE COURSES
• FILM/VIDEO
• INSTRUCTIONAL DESIGN RESEARCH

FIU Online
FLORIDA INTERNATIONAL UNIVERSITY
ABOUT US

FACULTY

• MEETINGS AND EVENTS
• TECHNOLOGY USE WITHIN MEETING SETTINGS
• TEACHING AND RESEARCHING
ABOUT US

FACULTY - COLUMBIA, SC

INSTRUCTIONAL DESIGNER - MIAMI, FL
ABOUT US
How did we get here?
Planning Meetings & Conventions is an undergraduate course covering an introduction to the meeting and convention industry and concentrating on specific and practical research, planning, supervision and control guidelines used by today's Professional Meeting Planner.
HFT 3741 – PLANNING MEETINGS AND CONVENTIONS

Course Content

Welcome to HFT 3741 - Planning Meetings and Conventions

My name is Carrie Cox and I will be your instructor for this fully online course. I am excited about the opportunity to work with you this semester. Since we will not be meeting face-to-face, I would like to take this opportunity to introduce myself to you. I have about 20 years of corporate experience working in the areas of meeting planning, marketing, and management. I have been teaching college courses for the past 9 years. My Ph.D. is in Hospitality Management from the University of South Carolina and my Masters is in Management. I currently live in South Carolina with my husband and two daughters. I am looking forward to this semester and hope that you enjoy this class.

Please review the following:
• Visit the Getting Started page.
• Read your course syllabus.

Next: Proceed to Module 1

Class Project

This folder contains instructions and links related to the class project.

Module 1

May 8 - 14
Topic: Introduction of classmates and introduction of Meetings, Expositions, Events and Conventions

Module 2

May 19 - 21
Topic: Meeting, Exhibition, Event and Convention Organizers and Sponsors
HFT 3741 – PLANNING MEETINGS AND CONVENTIONS

93% FEMALE

MEDIAN AGE: 22
REVIEW FOR QUALITY MATTERS CERTIFICATION

QUALITY MATTERS

356 TOTAL CERTIFIED COURSES
30 COURSES CERTIFIED 16-17

FIU Online
FLORIDA INTERNATIONAL UNIVERSITY
What we needed to work on:

- Standard 2: Learning Objectives
- Standard 5: Learning Activities and Learner Interaction
LEARNER INTERACTION INTERVENTIONS

STEP ONE
• PREPARE FOR QM

STEP TWO
• ACTION RESEARCH PROJECT
LEARNER INTERACTION INTERVENTIONS

1. Require Responses
2. Video Introduction
3. Video Presentation Assignment

Discussions
ADDIE

Analysis

2014

2015

2016

2017

Evaluation

Implementation

Design

Development
ADDIER

Research → Analysis → Implementation → Design → Evaluation

2014 → 2015 → 2016 → 2017

(Beaver and Autry, 2014)
ADDIE ➔ ACTION RESEARCH
ACTION RESEARCH

Action Research has been defined as a structured inquiry process led by and for those who are utilizing and implementing the actions taken (Sagor, 2000). The objectives of action research are to promote practical improvement and innovation, alter or cultivate social practice, and provide a better understanding of the practice itself (Zuber-Skerritt, 1996).
<table>
<thead>
<tr>
<th>Cycle/Semester</th>
<th>Planning</th>
<th>Acting</th>
<th>Observing</th>
<th>Reflecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/ Summer 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/ Fall 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/ Spring 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/ Summer 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL DESIGNERS AND RESEARCH

Figure 4: Inclusion of Research on Teaching and Learning in Instructional Designers’ Job Descriptions and Performance Evaluations

(Linder and Dello Stritto, 2017)
RESEARCH APPROACH

• ACTION RESEARCH
  • EXPLORATORY
  • INDUCTIVE
• INSPIRED BY GROUNDED THEORY METHODS
PURPOSE STATEMENT

• The purpose of the study is to explore the relationship between student-generated videos with student engagement in an online hospitality course.
DATA SOURCES

BLACKBOARD COURSE ANALYTICS
STUDENT VIDEOS
STUDENT RESPONSES WITHIN ASSIGNMENT
COURSE EVALUATIONS
ANALYTIC NOTES
REFLECTIVE QUESTIONNAIRE
First Iteration of Course
• August 2014

“Cycle 1” Course
– Summer 2016

Subsequent Iterations of course
• 2015 - 2016

“Cycle 2” Course
– Fall 2016

Start QM Certification Process
• June 2016

“Cycle 3” Course
– Spring 2017

QM Certification Obtained
• November 2016

“Cycle 4” Course
– Summer 2017

IRB Approval Obtained
• April 2017

“Cycle 1” Course
– Summer 2016

OLC Accelerate Presentation
• November 2018

Article Publication Submission
• Early 2019

“Cycle 2” Course
– Fall 2016

“Cycle 3” Course
– Spring 2017

“Cycle 4” Course
– Summer 2017
KEY CHANGES THROUGH CYCLES

CYCLE 1 (Summer 2016)
  • Students required to post a response to another student in discussion forums

CYCLE 2 (Fall 2016)
  • Student video project was introduced

CYCLE 3 (Spring 2017)
  • End of term questionnaire deployed

CYCLE 4 (Summer 2017)
  • Students required to post video in course introduction discussion activity
LEARNER INTERACTION INTERVENTIONS

1. Require Responses
2. Video Introduction
3. Video Presentation Assignment

Discussions
CURRENT UPDATES ARTICLE AND VIDEO PRESENTATION

While the textbook and resources for this class offer valuable information, the meeting and event industry is changing all of the time. **If this were a face-to-face class, this would be the in-class presentation component.** For this presentation, you must first submit 2 articles on the same topic (of your choice) pertaining to meetings and events on the discussion board (you can provide the links in this post). These articles should provide an update, current issue or recent change within the industry and how it is being addressed. The articles should not be older than 6 months from the date the assignment is due. In addition, **you are to upload a short video on the discussion board of yourself discussing the articles, answering the following questions while addressing the following guidelines:**

**Why did you choose this article?** [Why was it of interest to you?] [10 points]

**How does this tie in with the information available in your textbook?** [Be specific and mention the chapter within your book.] [10 points]

**Summarize each article noting at least 3 specific facts.** [10 points]

**Summarize how this article impacts the meetings and events industry.** [20 points]

**Submit two articles with sources noted.** [10 points]

**Articles submitted are not older than 6 months from due date.** [10 points]

**Presentation is articulate and professional dress and demeanor are obvious.** [10 points]

**Watch (at least) two peer presentations and make thought-provoking comments on each.** [20 points]
CURRENT UPDATES ARTICLE AND VIDEO PRESENTATION

SUMMER 2017

Total Participants: 25
Total Posts in Forum: 78

Initial Posts (Required): 25
Reply to Two Students (Required): 41
Other Posts: 12
  • Correcting errors in initial post (video-related): 11
  • Additional conversation (Replying to the reply): 1
DISCUSSION ASSIGNMENT:
INTRODUCTION
CYCLE 1 INSTRUCTIONS (Summer 2016)

• Using this forum, post your photo and a brief (1 paragraph) bio including at least one interesting fact about yourself (please keep this fact appropriate for the classroom). Please make sure to note any current or past meeting management or planning experience. (Having this experience is not a prerequisite to this class, but will be used to assist in facilitating your discussion boards.)
SUMMER 2016

Total Participants: 28
Total Posts in Introduction Forum: 36

Initial Posts (Required): 28
Other Posts: 8
  • Adding to the initial post (photo or additional thought): 2
  • Replying to another student (spontaneously; not required): 6
  • Additional conversation (Replying to the reply): 0
CYCLE 2 + 3 INSTRUCTIONS (Fall 2016 and Spring 2017)

1. Post your photo and a brief (1 paragraph) bio including at least one interesting fact about yourself (please keep this fact appropriate for the classroom). Please make sure to note any current or past meeting management or planning experience. (Having this experience is not a prerequisite to this class, but will be used to assist in facilitating your discussion boards.)

2. In your own words (but citing resources) state how MEEC fits into the hospitality industry.

3. If you were (or are) planning to pursue a career in the Meetings industry, which career would you choose and why?

4. After reading the posts from your classmates, choose one and introduce yourself through an online introduction while commenting on something they included within their information. This should be done through a peer post.
Total Participants: 35
Total Posts in Introduction Forum: 69

Initial Posts (Required): 35
Reply to One Student (Required): 26

Other Posts: 9
- Adding to the initial post (photo or additional thought): 6
- Replying to another student (spontaneously; not required): 2
- Additional conversation (Replying to the reply): 1
SPRING 2017

Total Participants: 45
Total Posts in Introduction Forum: 109

Initial Posts (Required): 45
Reply to One Student (Required): 42
Other Posts: 22
  • Adding to the initial post (photo or additional thought): 11
  • Replying to an additional student: 4
  • Additional conversation (Replying to the reply): 7
1. Upload a short video (1 – 3 minutes) introducing yourself to the class. This should include a brief (the equivalent of about 1 paragraph) bio including at least one interesting fact about yourself (please keep this fact appropriate for the classroom). Please make sure to note any current or past meeting management or planning experience. (Having this experience is not a prerequisite to this class, but will be used to assist in facilitating your discussion boards.)

2. In your own words (but citing resources) state how MEEC fits into the hospitality industry.

3. If you were (or are) planning to pursue a career in the Meetings industry, which career would you choose and why?

4. After viewing videos from your classmates, choose one and introduce yourself through a written introduction, while commenting on something they included within their information. This should be done through a peer post.

5. Please see the webpage linked below on how to submit your video assignment.
Total Participants: 25
Total Posts in Introduction Forum: 52

Initial Posts (Required): 25
Reply to One Student (Required): 18
Other Posts: 9
  • Correcting errors in initial post: 7 (problems with video)
  • Replying to an additional student: 0
  • Additional conversation (Replying to the reply): 2
QUESTION

Do you think the student-generated videos enhanced or increased your engagement with other students or the professor within this class and if yes, to what extent? If no, why not?
RESPONSES

Spring 2017
N = 32
Increased Engagement - 20
Didn’t Increase Engagement - 5
Mixed Reaction - 7
RESPONSES

Summer 2017

N = 30

Increased Engagement - 16
Didn’t Increase Engagement - 8
Mixed Reaction - 6
QUESTION

Please share any other reflections you would like to share about the use of student-generated videos in the course discussions.
“A FACE TO THE NAME”
"A FACE TO THE NAME"

• "It is always nice to put a face to a name when viewing videos posted by our peers."

• "I was able to see who was behind the ideas."

• "[It] helped me picture what my classmates looked like."

• "You get to learn about other students and get to see their personalities."

• "The professor and students benefit from seeing the mannerisms and ideas vocalized by other students."

• "It's always nice to see who you're sharing a course with."
“CLASSROOM-LIKE SETTING”
"CLASSROOM-LIKE SETTING"

• “I feel like it provides a better interactive experience and creates more of a classroom-like setting.”

• “It gives somewhat of an in class feeling. Although we are in an online course, I can still see my peers and we can engage a bit more.

• “I believe students get to actually see each other in the videos making it feel as though we are in an actual classroom.”
“CLASSROOM-LIKE SETTING”

• “It’s not the same feedback you get in a live classroom.”
• “There will always be more interaction in a student-class environment.”
A “WASTE OF TIME”
A “WASTE OF TIME”

• "I think they are a waste of time and a student can just as easily convey what they have learned in paragraph form. It is aggravating for students and causes them to be less engaged."

• “I didn't really engage with anyone after viewing their videos and nobody reached out to me, either. The only reason I watched two classmates videos was because the assignment asked me to provide feedback after viewing them. Otherwise I would've submitted my video and never looked at anyone else.”

• I think the videos didn’t really make a difference when it comes to engagement. They are just more time consuming projects.

• “I don’t watch everyone’s video because I don’t have time.”
READING TEXT VS LISTENING TO SPEECH

READING

• AVERAGE ADULT CAN READ 300 WORDS PER MINUTE

• AVERAGE COLLEGE STUDENT CAN READ **450** WORDS PER MINUTE

• AVERAGE COLLEGE PROFESSOR CAN READ **675** WORDS PER MINUTE

(Nelson, 2012)

SPEAKING

• AVERAGE RATE OF SPEECH FOR ENGLISH SPEAKERS IS **150** WORDS PER MINUTE

(National Center for Voice and Speech, 2007)
READING TEXT VS LISTENING TO SPEECH

3x Faster?
“UNCOMFORTABLE”

• “I don’t feel like they changed anything. It just made me more uncomfortable and I felt that it made me take more time.”

• “I thought of those assignments as awkward. The students did not look like they were comfortable. Some videos were not comfortable to watch as not many people do well in front of a camera.”

• “I think that they are really uncomfortable.”

• “For me I was terrified to do it. I disliked it but it was for a grade so I had to do it.”
“STRESSFUL” / “SHIFT OF FOCUS”

• “People tend to get nervous and it can shift their focus from the course information to fear of bad lighting for example.”

• ”Instead of being focus(ed) on the material, students tend to stress if the lighting is good, if the background is too plain, etc. Focus is shifted.”
A CHALLENGE
A CHALLENGE

• “It was hard for me to upload them in YouTube.”
• “I was not a fan of the student generated videos. They were complicated to use.”
A CHALLENGE

• “Even though we all hate having to do them, it challenges us to get out of our comfort zone.”
THE “FUTURE”
THE “FUTURE”

• “It helps us prepare in the future when we have to present a project on YouTube and on Skype... It helps us understand ourselves better.”

• “I think student-generated video is going to be used more in the future, especially in online classes.”
Clark, Studler, and Grove (2015) found an increase in students’ reports of positive social presence with video enhanced discussions as opposed to purely text based discussions.

Borup, West, and Graham (2012) studied how social presence was affected by both instructor and student-created videos in online courses and found that video increased the students’ perception of the instructor’s social presence to a greater degree than it did for students.

In both studies, the student participants were pre-service teachers and the video components of the discussions were thoughtfully designed to encourage participation.
INSTRUCTOR VS STUDENT SOCIAL PRESENCE

INSTRUCTOR DESIGNS ACTIVITY

DISCUSSION ACTIVITY TAKES PLACE

INSTRUCTOR GRADES AND GIVES FEEDBACK INDIVIDUALLY
BEST PRACTICES FOR IMPLEMENTING VIDEO IN ONLINE COURSE DISCUSSIONS

- Decide if video is appropriate tool
- Tell students why
- Instructor creates video too
- Be flexible
- Integrate video into LMS
LIMITATIONS OF STUDY

• Small Sample Size
• Study limited to four semesters, effectively ending further modifications through cycle
• YouTube and Blackboard Analytics limited
• Gender
• Limited time and resources to conduct research
ID/FACULTY RESEARCH

CHALLENGES
• TIME
• DISTANCE
• RESOURCES
• TRAINING
• WORKING ACROSS FIELDS

PROMISES
• FACULTY ENGAGEMENT
• GREATER ACCEPTANCE OF INSTRUCTIONAL DESIGN PROFESSION
• CONTRIBUTIONS TO THE FIELD
• ENHANCED STUDENT EXPERIENCES AND OUTCOMES
• MEANINGFULNESS
REFERENCES


CREDITS AND ACKNOWLEDGEMENTS

Photos by Randall Beaver and Ena Urbina with special guests.
Additional photos by Christina Morillo, Alexander Dummer, Alex Tim; found on Pexels.
Heywood Floyd “Video Call” Photo from 2001: A Space Odyssey.
Thanks to Brandon Castro, Brandon Agosto, Daniel Cespedes, and FIU Online Team.
FIU
Chaplin School of Hospitality & Tourism Management
Florida International University
SESSION EVALUATIONS & DRAWING

• Download and open OLC Conferences mobile app
• Navigate to specific session to evaluate
• Select “Evaluate Session” on session details screen (located under session type and track)
• 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
CONTACT

RANDALL BEAVER
• rbeaver@fiu.edu

CAROLE SOX
• csox@columbiasc.edu