

Moving Mountains Through Active Participation and Engagement



Cheryl Comstock and Julio Trevino



 TechSmith

Main theme for this session is how to start and maintain conversations with faculty and staff to get first-rate and effective technology resources on your campuses, with the goal to serve the entire community of users; students, faculty and staff.

Making the Change: Process and Progress



Embracing technology in the classroom

- It's complicated!
- Change is difficult!
- Rather stick with what they know and suffer than to learn something new!
- Or, let go and move on...

Grasping change and trust in process

- Gathering the right people at the right time and place, will change the process and the outcome of your goal!
- Gaining buy-in and support from Administration and IT and faculty is important.

Do it with the full team behind you!

Many times our campus constituents; faculty, staff and administration, become complacent with the current technology and resources were purchased or “bought into” (mentally) in the past. People prefer and gravitate to continue to use something broken or outdated over adopting new and more efficient technology, claiming the “if it ain't broken” mentality. If your community and those you serve however, are continually having technical issues such as opening, connecting or creating new teaching and learning resources from the technology (software and /or hardware) that you have been using, then it's time to find something new. Building trust and having regular conversations with your constituency will be some of the most important factors to keeping your relationships fresh and moving the project forward.

Getting the grip on Technology in Education



Video has been used to

- Capture the students attention
- Show students an alternative way to see content.

Use of video as form of assessment can be challenging to put into practice.

Consider:

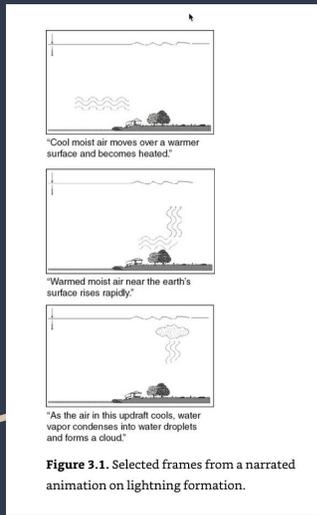
- Case studies
- Discussions
- Alternative projects

Capturing and editing video has been known to be arduous or even an impossible task for most

- Here's a secret: it's doesn't have to be

Building trust includes regularly sharing information and keeping your constituents in the conversation regarding the need for cost effective and comprehensive tools on the market. Just maintaining those conversations can and will support your college and all the people involved in your community.

Why Video?



Richard Mayer and Multimedia Learning

The cognitive theory of multimedia learning specifies five cognitive processes in multimedia learning:

1. selecting relevant words from the presented text or narration,
2. selecting relevant images from the presented graphics,
3. organizing the selected words into a coherent verbal representation,
4. organizing selected images into a coherent pictorial representation, and
5. integrating the pictorial and verbal representations and prior knowledge.

Why not video?

The Cambridge Handbook of Multimedia Learning (Cambridge Handbooks in Psychology) (p. 43). Cambridge University Press. Kindle Edition.

4

Why use video for teaching and learning? Richard Mayer initially presented his Cognitive Theory on the use of multimedia in the early 2000's. Year's prior earlier theorists had also recorded benefits of using visual aids for learning. R. Mayer states that using selected text and images or graphics presented with narration helps students organize the selected words into a coherent verbal representation. (2005). Using video to record, collate and correlate images along with text and narration, together guides this theory into a comprehensive package where students can use for practice (repetitively), which supports rote memory and builds towards long-term memory.

Digital Divide | Technology Uses

Digital Immigrants

Digital Immigrants (generally baby boomers and some millennials) are more difficult to convince when to use, and when upgrade technology.

Thought to use technology less frequently than digital natives. Tend to use full-size for traditional technology more often (computers vs. mobile).

Digital Natives

Digital Natives are hard to nail down - because of their age, millennials and later population groups.

Thought to use technology more, studies show digital natives are less likely to have the proper technology for what they are trying to accomplish (use mobile vs. computers).

A **digital divide** is any uneven distribution in the access to, use of, or impact of [information and communication technologies \(ICT\)](#) between any number of distinct groups; these groups may be defined based on [social](#), [geographical](#), or [geopolitical](#) criteria, or otherwise.^[1]

5

The Digital Divide is an important concept introduced in the early 2000's that sometimes can be forgotten or overlooked as a crucial issue and sometimes circumstance which prevents advanced educational techniques within the US. Depending on financial and physical resources allocated to educational institutions, education at any grade-level, primary, secondary or higher ed may suffer do to its absence.

Look for a comprehensive solution that will support all your institution's and community's needs. Aims CC found that TechSmith Relay and family of products was the most cost-effective and reliable video solution that met our IT and Finance departments requirements and would support our community consecutively.

Digital Divide | Population



- **Baby Boomers:** born between 1944 and 1964.
 - They're current between 55-75 years old (76 million in U.S.)
- **Gen X:** born between 1965 - 1979 and are currently between 40-54 years old (82 million people in U.S.)
- **Gen Y:** or Millennials, were born between 1980 and 1994. They are currently between 25-39 years old.
 - Gen Y.1 = 25-29 years old (31 million people in U.S.)
 - Gen Y.2 = 29-39 (42 million peeps)
- **Gen Z:** is the newest generation to be named and were born between 1995 and 2015.
 - They are currently between 4-24 years old (nearly 74 million in U.S.)

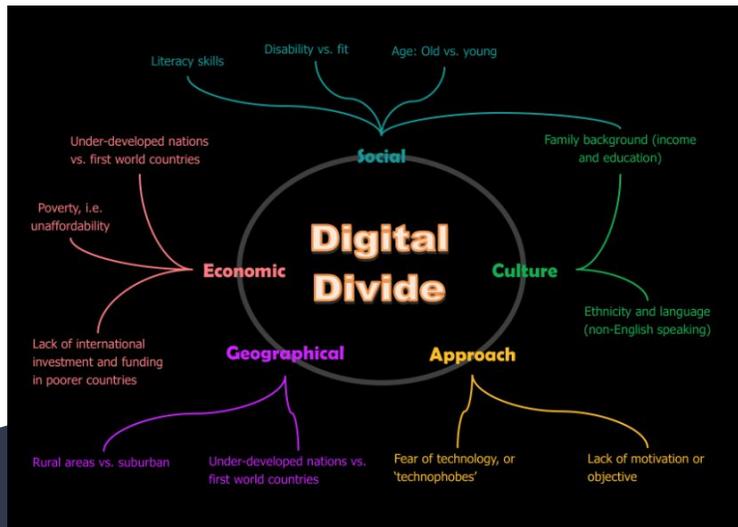
Who are the Boomers? <https://communityrising.kasasa.com/gen-x-gen-y-gen-z/>
Copyright ©2018 Kasasa, LTD. All rights reserved.

6

Younger populations tend to be labeled as Digital Natives when in fact this may be the contrary. (WEF 2016). Technology surveys report continually that higher percentages of younger populations (Gen X and Gen Y) use technology more than any other previous generations. The belief is that these generations grew up with technology from a very young age... if not from birth. Unfortunately, most younger generations tend only own or possess a cellphone as the only technology and over any other type of technology i.e., tablets and computers.

Issues and Considerations

- Social
- Economic
- Geographical
- Culture
- Approach



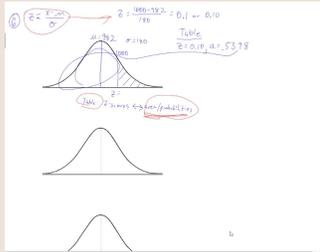
<https://charmainepu.wordpress.com/2014/09/26/week-4-participation-and-the-digital-divide-who-misses-out/>

7

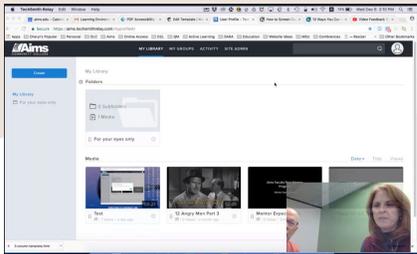
Social, economic, geographical, culture, approach are some of the main concepts and realities that dividing those that have from those that don't have technology. "More than 4 billion people, mostly in developing countries, still don't have access to the internet. This means that over half of the world's population is missing out on the life-changing benefits of connectivity, from financial services to health and education, being brought about by the increasing pace of innovation known as the [Fourth Industrial Revolution](#)." (WEF 2016).

Use of Video for:

Flipped Classrooms



Personalized Learning



Mobile Video



Professional Development

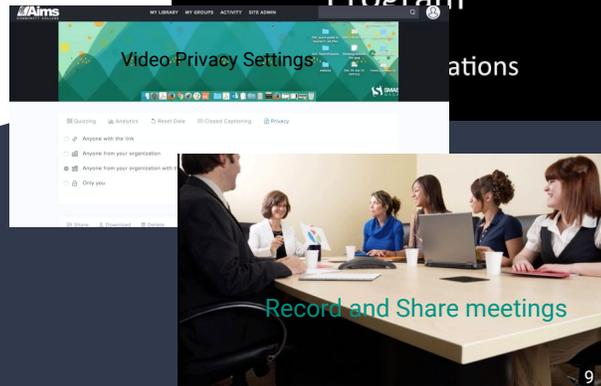


At Aims CC, we use video for hybrid and online learning, flipped classrooms, capturing video on the go for student practice and studying of curriculum, personalized learning to support a variety of learners across our campuses, and finally for our professional development projects. Providing recorded video is a wonderful way to provide guided feedback at grading time.

Faculty & Staff

- Create colleague to colleague training and mentoring programs.
- Share tutorials on software and other technology within your classroom settings.
- Record important meetings for members who are at a distance or cannot attend.
- Provide effective feedback on student submissions.

Aims Faculty Peer Mentor Program



Our faculty and staff are able to keep agendas and stay on task with meetings and projects. They also use video to record meetings and presentations. Most of all, faculty can support students by providing direct feedback on any of the work that students are submitting for assessment of learning.

Student Projects



- Spoken language courses - mock interviews to practice language learning.
- Sign Language - students recording themselves and peers as they study and practice language(s).
- Communication - student presentations for practice and assessments.

10

Our language department and communication departments are now using video for a variety of purposes. While faculty use video for their presentations, students share back their projects and assignments with faculty and their peers for critiquing and self-critiquing by posting work to discussions and carry on real world conversations and settings.

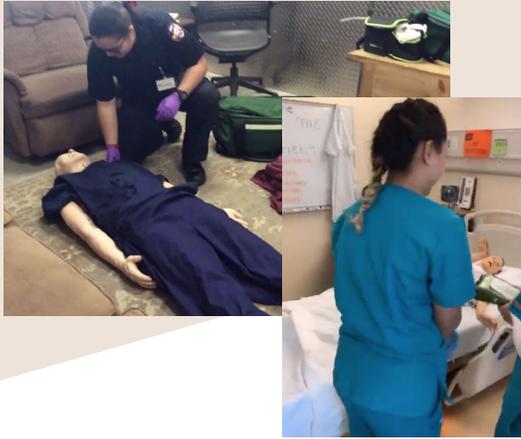
CTE Programs



- Welding demonstrations and assessments
- Flight simulations for EMT classes
- Agriculture Programs and
- Water Reclamation project

Our CTE programs are overwhelming passionate about having video so accessible in the classrooms now. From the helicopter program test runs on in our campuses, to supporting form and function in welding classes. They now even use video to support environmental and agricultural events.

EMT and Nursing Students



- Training on utilization and implementation of simulations of the Anatomage Table for EMT, and the Sand Table in fire science classrooms.
- Capturing student skills and testing for graded discussions and assignment.
- Recording mock emergency medical technician requirement to practice for (re)certification exams.

12

Our EMT and Nursing program students have the opportunity to video themselves to see how they are performing directly and to manage self-correction and critiquing of practices that someday will be life threatening if not performed correctly. Faculty guide and monitor the process from near and afar, to ensure students are getting the proper support and education they need to pass their state exams. Faculty and chairs are reporting strong increases in their pass rates over previous times and before video was introduced into the classrooms. “Using video in the classroom has made introverted students into collaborative classmates, and compels them into the discussion forums for online and hybrid learning.” Aims Nurse Med Prep faculty, Spring 2019.

Arts and Sciences Classes

- Art Drawing classes - assess through video discussions with assessments
- Require video for discussion responses encourages student to student interaction with peers
 - Encourages introverted students
 - harbors extroverted
- Geology - take students on virtual field-trips



Arts and Science students can watch video for further understanding of concepts and form when studying. The close captioning feature that comes with the TS Relay player make learning more inclusive and support a variety of students regardless of their abilities. Auditory and visual learning can be just as important as any other preferred style or preference of learning.

Collaborative Learning Environments

Social and Cultural changes in teaching and learning

- Collaboration
- Analytics and Data reporting
- Higher Passing rates in classes
- Engaged Learning
- Inclusiveness



Skills needed in a digital age

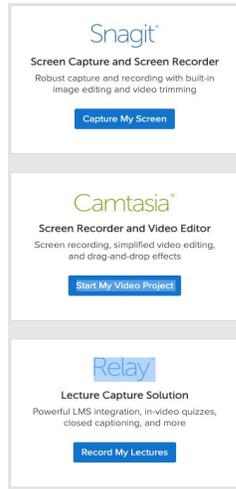
- Content and skills (tightly related)
 - Content
 - Facts, Ideas
 - Principles
 - Evidence, Data
 - Descriptions
 - Skills
 - Communication
 - Independent learning
 - Ethics and responsibility
 - Teamwork and flexibility
 - Critical Thinking
 - Digital Citizenship
 - Knowledge management

14

Collaborative learning environments flourish and stabilize successful learning spaces while allowing learning to actually and finally take place much easier for some students. Students generally feel more welcome and at home with who they are and with the expectations that are placed upon them in their classrooms.

The Global Leader in Screen Recording and Screen Capture Software

Join over 30 million professionals around the globe that use TechSmith software to show off a product, teach a course, train others, and communicate in a faster, more engaging way.



Aims Community College adopted TechSmith Relay, Camtasia and Snagit software as a full video solution package during the Summer of 2017.

The migration of content was fairly seamless and our Learning Environments team worked across the college (with faculty, staff and students) to ensure everyone was involved in the process; review, selection, and migration process, and were all satisfied with the end product.

For more information and answers about TechSmith products, please visit:

Booth Number, 411
<https://www.techsmith.com>

Contact: Shane Lovellette
Strategy Lead, 517.381.5596
s.lovellette@techsmith.com

Contact: Ryan Eash
Learning and Development Specialist, 517.381.2300
r.eash@techsmith.com

TechSmith has been an amazing company for Aims CC to work with from the initial presentation, to our current day-to-day interactions with the company. With our hosted line of TechSmith products, we have very little down time and if we do have an issue their support teams respond usually within hours of the notification about an issue. In our initial relationship, we were provided a timeline that stayed pretty true. Our college IT department ran into a couple of technical issue that had to speed-up the process. In a way it was a good thing, we found a few pieces of hardware that had been outdated and overlooked, they were very helpful in support our team to resolve issues quickly. One of the greatest companies I have ever interacted with, in my 25+ years of working in Higher Ed, and with technology in general. You won't be disappointed. Cheryl Comstock, Lead Project Manager on TechSmith Project Implementation. Spring 2019.

Accessibility Standards

The New 508 Compliance Rule – What it Means for Video in Higher Ed

POSTED BY DAYNA AMBOY ON NOVEMBER 7, 2017



<https://www.techsmith.com/blog/508-rule-video-accessibility>

16

To learn more about TechSmith's accessibility standards at the web address on the slide. Personally speaking for our college, the close captioning feature, while not 100%, allows for a reasonable amount of the footage to be captioned for class work and participation. Curator's or creators of the video are responsible to take this on for completion. It's still suggested that extensive portions of video should be addressed by a 3rd party solution. This is part of our next step at Aims.

New Releases as of 4/2/19: As part of the TechSmith Relay team's ongoing commitment to video accessibility, we're happy to announce the following updates, **all available in your site today!**

Audio Description Track Support

An **Audio Description (AD) track** is a secondary narration track intended to describe important visual details that cannot be understood from the main video soundtrack alone. An AD track provides information about actions, characters, slide contents, on-screen text, and other visual content to people who are blind or have low vision, as well as those with cognitive limitations who have difficulty interpreting visual elements. [See the Full Tutorial.](#)

Increased Accuracy in Speech-to-Text Generated Captions

TechSmith Relay's [speech-to-text generated captions](#) should now be **more accurate than ever**. A recent update to our transcription service yielded the following results:

- An **increase** in caption accuracy from **90% to 94%** for test videos with good audio quality.
- An **increase** in caption accuracy from **40% to 80%** for test videos with poor audio quality.

You can also expect shorter turnaround times for caption generation, now typically less than the total duration of the video.

3Play Media Captioning Integration

If you're in need of **human-generated captions**, starting today TechSmith Relay supports a direct 3rd party integration with 3Play Media captioning services. 3rd party captioning requests can be submitted by any video owner and approved by Relay site and caption admins. The captions are then **automatically published** when the 3Play Media job is complete. *Please note that this is an optional integration, and we will only enable it at your request.* To learn more about how the integration works, see the [3rd Party Captioning Admin Guide \(PDF\)](#).

And for more on 3Play Media services and plans, [visit 3playmedia.com](http://visit.3playmedia.com).

"Closed Captioning" Tab has changed to "Accessibility"

Lastly, to support the expanding video accessibility options, we've renamed the "Closed Captioning" tab. All caption and AD track management can now be done from the **Accessibility** tab.

Cheryl Comstock, MS Ed.

Learning Environments Program Coordinator | Instructional Designer | Quality Assurance and QM Coordinator

I am the Program Coordinator in the Learning Environments Department at Aims Community College. I have a Bachelor of Arts in Technical Communication and Art from the MSU of Denver, and a Masters of Science in Education with an emphasis in Technology and Online Teaching from Boise State University. My time in the field of higher education includes over five years of administration, ten years of teaching in online classrooms, and twenty-one years serving within instructional design. My passion for education is endless; I enjoy consulting with Aims faculty and staff, and the ability share quality assurance (QA) practice within Learning Environments, online course development, and faculty development. My research and interests include instructional strategies for QA, effective course design, learner centered interaction, and process improvement. Areas of support include:

- Aims Online (D2L) Support and Training
- Instructional Design support and Reviews
- Course Development and Backward Design,
- Andragogy/Pedagogy Topics and Discussions
- Quality Assurance and Quality Matters (QM) Coordinator
- Internal and external website management

Contact: cheryl.comstock@aims.edu



Julio Trevino

Academic Instructional Technologist; Trainer TechSmith Relay, Camtasia, Snagit, Anatomage Tables

Julio is the lead support for TechSmith Relay, Camtasia, and Snagit technologies, and the Anatomage tables at Aims CC. Prior to Aims, he earned Associate degrees General Studies, Applied Science, and Applied Science of Nursing. His experience includes learning and leadership development for internal training and compliance, instructional media support and quality assurance work-flows. Areas of support include:

- Training and supporting faculty and students with the TechSmith family of technology
- Tracking and archiving media from Mediacast to the Techsmith Relay server
- Capturing and editing processes with media
- Flipped and blended learning and assessments for classroom use
- Anatomage table training

Contact: Julio.Trevino@aims.edu



Aims Community College, Greeley CO

<https://www.aims.edu/>



17

Cheryl and Julio would like to thank you for attending our session and being a part of our day. Should you have any questions, please contact us through the email addresses listed above. Enjoy your stay in Colorado and the rest of your conference.

Remember to drink lots of water!

Evaluate Sessions and Win!



👍 Evaluate Session

- 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

Must submit evals using the OLC Conferences mobile app or website



Note! References and resources were specifically selected for this presentation only and are **NOT** to be distributed for monetary compensation or further manipulation.