PEOPLE WATCHING

(Re)Appearing through Video in Post-pandemic Online Courses

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Acknowledgments

• Land
• Coast
• Place
• Community
What we’re going to cover

• About Me (Boring!)

• Past Project → Current Project
  • (Pre-pandemic) Student use of video in discussion forums
    • Steps
    • Analysis and “Best Practices”
  • (Post?pandemic) Student use of Zoom – Initial steps and emerging evidence (very early in process)

• Discussion – Video and Zoom in Online Courses (reflection and practice)

• Feedback and Questions
Optional Jamboard

https://tinyurl.com/people2021
About me

Instructional design supervisor
• Film/video background
• Research in online learning (qualitative and mixed methods; action research)
• PhD Student – Curriculum, cultural, and social studies
ADDIER

- Research
- Analysis
- Development
- Implementation
- Evaluation

2014
2015
2016
2017

(Beaver and Autry, 2014)
ADDIE → Action Research
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)
Towards Praxis

“reflection and action directed at the structures to be transformed” (Freire, 1970)

…or…

a blurring of professional practice and research (Bayne, et al, 2020)
Two Research Projects

2018

Action Research Project – Use of learner generated videos in online discussion boards

2021

Exploratory Research – How can we use what we learned to help inform our use of Zoom, and what further questions need to be investigated?
## Differences

### 2018 Explorations – Asynchronous Video Discussions
- Niche Topic
- Asynchronous Environment
- More Planned and Prepared
- Always recorded

### 2021 Explorations – Synchronous Zoom Environment
- Popular Topic
- Synchronous Environment
- More Spontaneous
- Not always recorded
Similarities

2018 Explorations – Asynchronous Video Discussions

Forms of “engagement”
Appearing on screen
Simulates class environment

2021 Explorations – Synchronous Zoom Environment
2018
Review for Quality Matters Certification

What we needed to work on:

- Standard 2: Learning Objectives
- Standard 5: Learning Activities and Learner Interaction
Purpose Statement

• The purpose of the study is to explore the relationship between student-generated videos with student engagement in an online hospitality course.
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
(Over two semesters)

N = 62
Increased Engagement - 36
Didn’t Increase Engagement - 13
Mixed Reaction – 13
Quantitative Insights

• 58% said it increased engagement… 42% said it didn’t increase engagement or had a mixed reaction

• LMS Analytics (and physical counting) revealed a slight decrease in discussion forum participation that included videos vs. text only

• Students generally only posted as required by instructions, if that.
“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.
Best Practices for Implementing Video in Online Course Discussions

1. Decide if video is appropriate tool
2. Tell students why
3. Instructor creates video too
4. Be flexible
5. Integrate video into LMS
2021
Shifting Modalities

**PRE-PANDEMIC**
- Fully Online
- In Person/Face-to-Face
- Hybrid

**PANDEMIC... AND POST?**
- Fully Online
- Remote
- Hybrid
- HyFlex
- “Online Live”
Two Research Projects

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### Differences

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A Place to Start (?)

2018 Explorations – Asynchronous Video Discussions

Themes

2021 Explorations – Synchronous Zoom Environment

A Priori Research Topics
Do these themes apply to our Zoom present/future?
“Classroom-like Setting”
“A Face to the Name”
A “waste of time”
“Uncomfortable”
“Stressful” / “Shift of Focus”
A Challenge
The “Future”
There's already a lot out there!!

... and a lot of people are talking about this in various ways
Discourse + Literature → Mixed Feelings/Mixed Messages?

- **Zoom is here to stay** (various)
- **Zoom Fatigue** including Bailenson (2021) - eye contact, looking at self, cognitive overload, not able to move around
- **CamerasOff** including Stern-Lockerman (2021) OLC Virtual Presentation and others
- **CamerasOn** including Castelli and Sarvary (2021), among others
Camera Off / Camera On

**CAMERA OFF**
- Privacy
- Equity
- Find other ways for engagement

**CAMERA ON**
- Building Community
- Ambient cues for instructor
- Zoom features (like blurred backgrounds) mitigate issues
Camera Off / Camera On

- Camera Off
- Camera On
Reasons for Not Turning on Camera
Castelli and Sarvary (2021)

- I was concerned about my appearance - 41%
- I was concerned about other people being seen behind me - 26%
- My internet connection was weak - 22%
- Other [with space to enter text] - 19%
- I felt like everyone was looking at me the whole time - 17%
- I was concerned about my physical location being seen behind me - 17%
- I was concerned about distracting my classmates - 17%
- I was concerned about distracting my lab instructor - 12%
- Not Applicable - I always had my camera on - 10%
- I didn't want to be seen not paying attention - 8%
- I didn't want to be seen walking away from my computer - 7%
- I didn't want to be seen doing other things on my computer - 7%
- My webcam was not working. - 2%
Reasons for Not Turning on Camera
Castelli and Sarvary (2021)

*Other – “It was the norm” - 52%
Camera Off / Camera On: Norms?

**CAMERA OFF**
- Lecture
- No expectation of participation
- Large number of students
- “I’m eating”
- Things are happening that could be distracting

**CAMERA ON**
- High level of participation
- Required by instructor
- Breakout rooms
- Small number of students
- “I’m presenting”
- Common: “I always use backgrounds when I’m in class”
Emerging Best Practices for Video Presence in Synchronous Web Conferences

- Decide if video is appropriate
- Tell students why
- Instruct on camera too
- Be flexible: cameras optional
- Focus on faculty development
“Best Practices” → Things to Consider

There are many ways to get it right!
(Bayne et al. 2020)
My Next Steps

• Continue action research with individual courses? Or make broader connections for different kind of project?
• Am I “Zoom research” fatigued? How to keep up?
• Work with new collaborators?
Additional Avenues to Explore

- Stakeholders – Faculty, Instructional Designers, Students – how are these issues different for individuals within each group?
- Zoom is here to stay... but how much and in what way?
  - e.g. office hours, ID faculty meetings, “blended” classrooms when someone is out, “unofficial” meeting days
- Was it a disaster or the start of great new possibilities? Or where is it in between?
- “I’m more comfortable presenting on Zoom than in person”
- Zoom Backgrounds – Becoming the Norm
- What are people most concerned about (positive or negative?)
- How do classroom Zoom behaviors become the “norm”?
  - Individual?
  - Course level?
  - Institutional?
What (research) questions do you have?

https://tinyurl.com/people2021
Contact

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Credits and More 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. "National Harbor" by Geoff Livingston is licensed with CC BY-ND 2.0 "Marines support 57th Presidential Inauguration" by DVIDSHUB is licensed with CC BY 2.0 Thanks to Brandon Castro, Brandon Agosto, Daniel Cespedes, Daliz Rodriguez, Jessy Arias, Kenneth Walker, Naomi Lopez, and FIU Online Team.
References


Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded