STUDENT GENERATED VIDEO IN ONLINE COURSES: AN ID/FACULTY RESEARCH PERSPECTIVE

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WHAT WE’RE GOING TO COVER

- Collaboration between Instructional Designer and Faculty Member (How we got here)
- Brief Description of Wheelchair Simulation Assignment in Inclusive Recreation Services course
- Opportunities/challenges of incorporating student generated video in online course environment (Blackboard)
- Our Research Project
  - Steps we’ve taken so far
  - Preliminary Analysis and Results
  - Feedback/Questions
COLLABORATION

INSTRUCTIONAL DESIGNER

FACULTY MEMBER
COLLABORATION

INSTRUCTIONAL DESIGNER WORKS WITH FACULTY MEMBER BY TRAINING IN THE USE OF BLACKBOARD AND PROVIDING GUIDANCE AND SUPPORT IN THE DESIGN AND DEVELOPMENT OF THE ONLINE COURSE.
COLLABORATION

I’m not nervous anymore. Teaching online is actually pretty cool.

This is a good class!

The class goes well and improves every semester with continued support.
ADDIE:
- Analysis
- Design
- Development
- Implementation
- Evaluation
WE MIGHT ASK OURSELVES

What are we doing?

Why are we doing it?

Is it working?
During the instructional design process, the use of tools of research to evaluate a learning activity, while elevating the evaluation process to contribute to a greater body of knowledge.
The purpose of this course is to provide students with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities; examine personal, societal, and global attitudes toward individuals with disabilities; advocate positive attitudes toward individuals with disabilities; enhance knowledge of accessibility issues in the US and internationally; and understand how leisure and disability transcend culture and geography.
WHEELCHAIR SIMULATION

- Students navigate a public space in a wheelchair and write about their experiences (textbook guidelines).
- They also record the activity on video and upload it to Blackboard along with their written summaries as part of a “blog” post within the course (additional to textbook).
STUDENT GENERATED VIDEO IN ONLINE COURSES
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- Assumed Benefits (Surface Level)
  - Builds Community
  - Activates Student Engagement
  - Verifies Student Participation
WE MIGHT ASK OURSELVES

What are we doing?
What kinds of cameras are students using?
How are they holding the cameras?
How are their edits, titles and music commenting on their attitudes toward the assignment?
Are students able to follow instructions and properly embed the videos in Blackboard? Where are there problems?
How does the presence of the camera affect the experience and intended learning goals?
How can we improve this assignment in the future?
How can this assignment inform best practices for simulations?
How can this assignment help teach about disability?

Why are we doing it?
What are some best practices for using student generated video in online courses?
What are the physical, emotional, and cognitive effects on students?

Is it working?
Is this even a good idea at all?
The purpose of the study is to explore through a qualitative, holistic approach the phenomena surrounding the student use of video within a disability simulation assignment in an online inclusion course.
2011 – 2013 (PRE-RESEARCH)

- Instituted simulation activity as extra credit assignment
- Discussed how it was going and dreamed up ideas for research
- Made minor adjustments to instructions
- Navigated technical challenges and changes (video solutions)
VIDEO SOLUTIONS

Kaltura
Open Source Video

ShareStream

Blackboard

YouTube
Broadcast Yourself™
VIDEO EVERYWHERE
2014

- Extra Credit Assignment → Mandatory Assignment
  (Fall 2013)
- IRB Approval Process
- Consulted Literature
- Focused on Research Design
- Created and Implemented Student Questionnaire, formulated from previous notes and discussions
- Started analyzing data
RESEARCH APPROACH (INSPIRATION)

- EXPLORATORY
- INDUCTIVE
- LARGELY QUALITATIVE
- PHENOMONOGICAL/INTERPRETIVE
- GROUNDED THEORY
- ETHNOGRAPHY
- VISUAL SOCIAL RESEARCH FRAMEWORK
GEORGE AND LOUISE SPINDLER

- Anthropologists
- Studied American Culture, particularly through schooling
- Detailed observations and analysis of classroom situations
Comprehensive Anthropological study in which a group of Navajo were trained to use 16mm cameras and make films

Precursor to participatory video research

Lead to more nuanced and comprehensive approach to issues surrounding the anthropological study of visual communication

Authors started Society for Anthropology of Visual Communication with Margaret Mead
MARGARET MEAD

- (with Gregory Bateson) Filmed and interpreted events in Bali and Papua New Guinea
- Promoted film as one way to study cultures at a distance
- Linked popular films to national identity
- Advocated for the use and study of film and video in anthropology and mentored academics working in the field
- Worked to promote anthropology in popular media
“NOW WATCH THIS VERY CAREFULLY, OR YOU’LL MISS EVERYTHING.”
IT WOULD BE GREAT TO EVALUATE SOME OF THE ONLINE COURSE ACTIVITIES FROM AN ANTHROPOLOGICAL PERSPECTIVE.
Disciplines in which film/video has played a role in development of social research

Anthropology
Sociology
Psychology
Education
(SOME) WAYS TO USE FILM/VIDEO IN RESEARCH

- Film/video based filedwork
- Existing film/video as data
- Elicitation
- Participatory projects
Figure 1. The Integrated Framework for Visual Social Research
INTEGRATED FRAMEWORK FOR VISUAL SOCIAL RESEARCH

- Origin and Nature of Visuals
- Research Focus and Design
- Format and Purpose