

# **Creating and Using Video in University Courses: An Instructor Perspective**

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# EXECUTIVE SUMMARY

## INTRODUCTION

The School of Public Administration at the University of Victoria is looking to ensure that the School has the ability to deliver course material in their online Master of Public Administration program that is educational, informative, and engaging for the individuals enrolled. The School is also hoping to effectively cultivate social presence in their online programs in order to encourage student-instructor relationships.

In order to continue being a strong and competitive program, the online MPA must be aware of the changes in technology that allow for new instructional tools and techniques to be available to instructors. The online program must be delivered in a way that is accessible and engaging to online learners, and will give them the tools they need to successfully complete the program. The School of Public Administration wants to know what tools are available specifically for using video within the online MPA program. The following primary research questions are the objective for this project:

- What video technology tools are available to instructors for use in their online classes at the University of Victoria?
- How do instructors use video technology to impart knowledge and establish social presence in online professional programs at the University of Victoria?
- What technology do instructors use/have instructors been using independently in order to create their own video materials?
- What challenges regarding video creation for courses are facing instructors at the University of Victoria?

## METHODS

The information for this report was gathered using two methods. First, a literature review was conducted in order to assess how videos are being used in online classroom settings and what the intended learning outcomes are for students. Second, exploratory interviews were conducted with instructors in the Faculty of Human and Social Development at the University of Victoria in order to determine the current level of video use by instructors in the Faculty, and to expand on video use and policies surrounding video creation and use that are specific to the University.

## FINDINGS

In addition to information regarding how instructors use video in online settings, the literature review found a large amount of information regarding video tools and software used for different purposes in the online setting, resulting in a list of identified tools that can be found in Appendix 1. Additionally, the literature review sought out information about relationship building between student and instructor, as well as potential negative outcomes of creating and using video in an online setting. Gaps in the literature included a lack of ability to ensure that students were paying attention to online video; how online courses may require a different approach to establish a sense of connection with students in order to increase instructor-student engagement; and finally, there was no information to be found regarding how instructors have learned to use these different video tools and what sort of supports are supplied to them by their institutions.

## RECOMMENDATIONS

Based on the information gleaned from the findings, the following recommendations were developed by the researcher:

1. Create tutorials and training materials for instructors in the topics of video creation, editing, and troubleshooting. Instructors are eager to learn how to create and use video effectively in their courses, and there is a lack of guidance or opportunity for them to receive program-specific training within the University. Many instructors spoke about having to use Google as a resource, or having to go to other colleagues for help. It would be beneficial to create tutorials that could be accessed online regarding these topics, or for regular training sessions and workshops to be offered to all instructors by the University in order to allow for professional development.
2. Better communication is needed regarding video use in the University. Some instructors want to be able to use their video footage as a type of advertising as well as course content. Other instructors are concerned about infringement on their intellectual property rights. Instructors may wish to share information in different ways and for different purposes. There is a video release form for guest speakers, which can be found in Appendix 2. There may be a need for something similar for videos created by individuals who are employed by the University or clearer policy regarding who can use which materials and for what purpose.
3. Options for discussions and collaborations across departments would be beneficial to facilitating increased video use within the School. Many instructors appear to experience the same frustrations and issues with regards to video creation and use, and sometimes instructors seek help from their peers in order to create video. However, there is little mention of cross-departmental collaboration. One idea that was presented was a form of video bank, so instructors could see if there was already a video that might suit the need of their course.
4. The final recommendation is to conduct further research in the area of video tools, to determine which tools may be beneficial for the University to provide to the instructors. An examination and comparison of tools, including costs and instructor feedback, may be beneficial. Instructors also have expressed that they would like to have access to a wider variety of tools, all located in one convenient space online, such as a page with a drop down list or icons, in order to better meet their needs for the video creation process.

The report demonstrates that instructors are actively creating and uploading video to be used for a variety of different purposes in their online courses, but lack guidance to further develop these skills and use video more actively. This report suggests that increased focus on developing instructor's ability to use video tool is of interest to the instructors, and may require some changes within the School in order to better meet the needs of instructors, should the School of Public Administration wish to proactively strengthen their online program through the use of video.

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>I</b>
INTRODUCTION	I
METHODS	I
FINDINGS	I
RECOMMENDATIONS	II
<b>TABLE OF CONTENTS</b>	<b>III</b>
<b>1.0 INTRODUCTION AND BACKGROUND</b>	<b>1</b>
<b>2.0 DISCUSSION OF THE METHODOLOGY</b>	<b>3</b>
2.1 LITERATURE REVIEW	3
2.2 TOOLS AVAILABLE AT UVIC	3
2.3 INTERVIEW RATIONALE	3
2.4 SELECTING PARTICIPANTS	4
2.5 DATA COLLECTION	5
2.6 ANALYSIS OF INTERVIEWS	5
2.7 POTENTIAL FOR WEAKNESS AND IDENTIFIED LIMITATIONS	5
2.8 ETHICAL APPROVAL	6
2.9 CONCLUSION	6
<b>3.0 LITERATURE REVIEW</b>	<b>7</b>
3.1 INSTRUCTOR PERSPECTIVES ON VIDEO	7
3.1.1 ESTABLISHING SOCIAL PRESENCE	8
3.1.2 IMPARTING INFORMATION AND ENCOURAGING INTERACTIVITY	9
3.2 USES OF ASYNCHRONOUS AND SYNCHRONOUS VIDEO TOOLS	10
3.2.1 ASYNCHRONOUS VIDEO TOOLS	10
3.2.2 SYNCHRONOUS VIDEO	12
3.3 SUPPORT FOR VIDEO CREATION	14
3.4 NEGATIVE IMPACT AND LIMITATIONS CONCERNING VIDEO	14
3.3 GAPS IN THE LITERATURE	16
3.4 CONCLUSION	17
<b>4.0 INTERVIEW FINDINGS</b>	<b>18</b>
4.1 TYPES OF VIDEOS	18
4.1.1 VIDEO AS GUEST LECTURE	18
4.1.2 VIDEO AS DEMONSTRATIVE/INSTRUCTIONAL METHOD	19
4.1.3 VIDEO AS INFORMATION DELIVERY	19

4.1.4 VIDEO AS INTERACTION	20
<b>4.2 OUTSIDE SUPPORT FOR VIDEO CREATION: TECHNOLOGY INTEGRATED LEARNING, BLUE JEANS WEBINARS AND OTHER</b>	<b>21</b>
<b>4.3 TIMEFRAMES FOR VIDEO CREATION</b>	<b>23</b>
<b>4.4 INTENDED LEARNING OUTCOMES, AND STUDENT FEEDBACK</b>	<b>23</b>
<b>4.5 ISSUES AND CHALLENGES REGARDING VIDEO USE AND CREATION</b>	<b>25</b>
4.5.1 SUPPORT AND INCENTIVES	25
4.5.2 TECHNICAL DIFFICULTIES AND TECHNICAL SUPPORT	26
4.5.3 INTELLECTUAL PROPERTY	28
<b>4.6 IDENTIFIED GOALS FOR FUTURE VIDEO USE</b>	<b>28</b>
<b>4.7 HOW VIDEO CONTRIBUTES TO STRONG ONLINE PROGRAMS</b>	<b>29</b>
<b>4.8 PROGRAMS AND TOOLS CURRENTLY IN USE/MENTIONED</b>	<b>30</b>
<b>4.9 CONCLUSION</b>	<b>31</b>
<b><u>5.0 DISCUSSION AND ANALYSIS</u></b>	<b><u>32</u></b>
<b>5.1 VIDEO TECHNOLOGY IS USED IN A VARIETY OF WAYS</b>	<b>32</b>
5.1.1 SYNCHRONOUS AND ASYNCHRONOUS VIDEO	32
5.1.2 SOCIAL PRESENCE	33
5.1.3 IMPARTING INFORMATION IN ENGAGING WAYS	34
<b>5.2 INSTRUCTORS ARE PRIMARILY SELF-TAUGHT AND USE EASILY ACCESSIBLE EQUIPMENT AND SOFTWARE</b>	<b>34</b>
<b>5.3 INSTRUCTORS FACE AN ASSORTMENT OF CHALLENGES</b>	<b>35</b>
5.3.1 TECHNOLOGICAL DIFFICULTIES	35
5.3.2 DEDICATED TIME FOR TRAINING AND CREATING VIDEOS	36
5.3.3 INTELLECTUAL PROPERTY RIGHTS	37
5.3.4 FUNDING FOR VIDEO DEVELOPMENT AND CREATION	37
<b>5.4 CONCLUSION</b>	<b>38</b>
<b><u>6.0 RECOMMENDATIONS AND CONCLUSION</u></b>	<b><u>39</u></b>
<b>6.1 RECOMMENDATION 1: CREATE PROGRAM-SPECIFIC TUTORIALS AND TRAINING MATERIALS</b>	<b>39</b>
<b>6.2 RECOMMENDATION 2: BETTER COMMUNICATION ABOUT OFFICIAL VIDEO USE</b>	<b>40</b>
<b>6.3 RECOMMENDATION 3: PROVIDE OPTIONS FOR DISCUSSION AND CLARITY</b>	<b>41</b>
<b>6.4 RECOMMENDATION 4: CONDUCT FURTHER RESEARCH</b>	<b>41</b>
<b>6.5 CONCLUSION</b>	<b>42</b>
<b><u>REFERENCES</u></b>	<b><u>43</u></b>
<b><u>APPENDIX 1: TOOLS REFERENCED IN LITERATURE/INTERVIEW SESSIONS</u></b>	<b><u>48</u></b>
<b><u>APPENDIX 2: INTERVIEW QUESTIONS</u></b>	<b><u>54</u></b>
<b><u>APPENDIX 3: VIDEO RELEASE FORM FOR NON-EMPLOYEES</u></b>	<b><u>56</u></b>

# 1.0 INTRODUCTION AND BACKGROUND

Online education is gaining traction in the academic world. It can be seen as a method for delivering improved pedagogy, introducing more flexibility in access to instruction, and lowering education-related costs (Yagamata-Lynch, 2014, p. 192). Video-based learning research, in particular, has seen dramatic increases in the frequency of papers published on the subject from 2007 onwards (Giannakos, 2013, p. E192). Modern information and communication technologies are attractive for distance education because they are seen as being capable of sufficiently addressing the issues of isolation and lack of access to library and information resources.

The School of Public Administration (SPA) at the University of Victoria (UVic) is currently one of two universities in Canada that offers a Master of Public Administration (MPA) degree with both on-campus and online options. The School of Public Administration stated that they are seeking to ensure that they are continuing to deliver information in online environments that is educational, informative, and engaging for individuals who are looking to advance their education, while feeling that they require the flexibility of the online program. Additionally, the SPA also stated that they are hoping to continue cultivating social presence<sup>1</sup> in online courses in order to encourage relationships between students and instructors in the online MPA program.

The curriculum as it is experienced in the on-campus program cannot be exactly replicated in the online delivery of the program. The on-campus program has in-person lectures, as well as the benefit of peer interaction through group work, as well as conversations and interactions outside of the academic sphere. Lectures are a large part of an on-campus program, and other methods of teaching must attempt to address what is lost by not having traditional lectures. Additionally, an online student cannot drop in on their instructor during office hours or stop them to talk after class. The relationship between instructor and student takes place almost entirely over exchanges on the Internet, be it email, posting on the class forums, or Skype. In order to continue being a strong and competitive program, the online MPA must be aware of the changes in technology that allow for new instructional tools and techniques to be available to instructors<sup>2</sup>.

In a prior report completed for the School by Natasha Lesnikova, one of the conclusions drawn from the research was that students in the online program were more receptive to and appreciative of instructor-created videos as part of their curriculum than students in the on-campus program (Lesnikova, 2014, p. 37). This indicates that use and intention of video technology<sup>3</sup> may be a worth exploring from an instructor perspective as it is used in online course delivery settings. The School of Public Administration wants to know what tools are available for using instructor-created video within the online MPA program, as well as how instructors hope to use video in the future. With this information, they may be able to better determine how instructors are currently using video tools, and be able to provide more support to instructors in the area of video creation. The SPA believed that completing a research project regarding instructor perspectives would provide insight into what tools are available for creating videos for the online MPA program and how these tools are used to facilitate engaging online course delivery

The following primary research questions are the focus of this project:

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<sup>1</sup> In this study, the term social presence is defined as promoting emotional expression, open communication, and group cohesion. Emotional expression refers to self-disclosure, humour, and the expression of feelings related to learning. Open communication includes others recognizing and respecting an individual's contributions. Group cohesion refers to activities that build and sustain a sense of group commitment (Borup et. al., 2012, p. 196).

<sup>2</sup> Instructor refers to faculty members, sessional instructors, and support staff who are involved in the creation of course material.

<sup>3</sup> In this project, the term video and video technology refer to use or viewing of any audio-visual media, including PowerPoint slideshows with voiceover, and synchronous AV technology such as Skype.

- What video technology tools are available to instructors for use in their online classes at the University of Victoria?
- How do instructors use video technology to impart knowledge and establish social presence in online professional programs at the University of Victoria?
- What technology do instructors use/have instructors been using independently in order to create their own video materials?
- What challenges regarding video creation for courses are facing instructors at the University of Victoria?

This master's project will create a better understanding of online learning and how online video teaching methods can be used most effectively in education that is primarily aimed at adult professionals who are already well established in their chosen profession. The client for this project is Dr. Thea Vakil, Associate Professor and Associate Director of the SPA. The research focus is instructors at the University of Victoria within the Faculty of Human and Social Development. This project will provide a synthesis of the type of videos created and used by instructors who are experienced with delivering online education at the University of Victoria. This project will seek to act as a guide to video creation for the instructors in SPA that they can consult when they are formulating their curriculum for their courses that are a part of the online MPA program, as well as function as tool to provide direction to the SPA if they should decide to consider how they ought to go about making changes to their online program.

This research offers an overview of the video tools in use at the University of Victoria within online education programs, as well as how video is used for different purposes within different online courses. The report will continue from here with a the methodology in Chapter 2, the literature review in Chapter 3, interview findings in Chapter 4, a discussion of the literature review and findings in Chapter 5, and will conclude with recommendations in Chapter 6.

## 2.0 DISCUSSION OF THE METHODOLOGY

The researcher used a qualitative approach towards completing this project, choosing to conduct exploratory interviews with participants in order to gain a sense of individual experiences with creating and using video in an online course setting. A literature review was completed, as well as semi-structured interviews with instructors with experience delivering video material in online education at the University of Victoria. Due to a lack of response, interviews with support staff were not able to be obtained. The researcher also sourced information about services provided and support available to instructors from the Technology Integrated Learning (TIL) unit at the University of Victoria.

### 2.1 LITERATURE REVIEW

The literature review was conducted in order to assess what sort of video tools are being used by instructors, and how instructors use these tools to accomplish learning goals; with a special emphasis on distance education. Due to the scarce amount of literature on the specific topic of online professional education, literature regarding the use of video in more general education settings, especially at the post-secondary level, was incorporated into this literature review. Other pieces of literature that referenced other methods of instructor-created technology in online education, such as podcasting, were also referenced in the literature review. Additionally, literature that focused on videos that were created for use in on-campus sessions that allowed for elements to be brought into the classroom that would have been otherwise mostly inaccessible for students was also given consideration.

### 2.2 TOOLS AVAILABLE AT UVIC

The project sourced information from the Technology Integrated Learning (TIL) unit at the University of Victoria in order to determine what sort of support and technology may be available through this organization for use by the School of Public Administration.

The questions asked of the individual from the Technology Integrated Learning Unit (TIL) were not the same as those asked of the instructors. Where the instructors were asked for personal experiences, anecdotes, examples, and opinions, the TIL individual was asked questions regarding what tools are currently available to instructors, how instructors can access and receive assistance with using these tools, and how TIL goes about selecting these tools for the University of Victoria. These questions are non-partial, as they are seeking information that is publically accessible, and thus does not require a consent form.

### 2.3 INTERVIEW RATIONALE

After completing the literature review which identified a wide variety of ways video is used by instructors in online education, and amassing a list of tools and programs identified in the literature (Appendix 1), it became evident that it would be necessary to determine which programs and tools were in use at the University of Victoria and for what purpose were these videos being used for and how instructors perceived their videos to contribute to student learning experiences and information gathering. Additionally, while the information provided in the literature review was helpful to serve as a knowledge base, multimedia and technology is consistently changing and evolving. Thus, information regarding tools and programs that were written about in the late 2000s and early 2010s may no longer be the most up to date and current technology being used.



It was also important to confirm the findings of Lesnikova, whose reporting on student perspectives of instructor-created videos identified that online students were more responsive to instructor-created videos, in the sense that they looked to video provided in their online courses as a first option of obtaining information, whereas their on-campus counterparts only looked towards video provided to them, as a last resort (2014, p. 37). Instructors were asked about the type of response they received from students regarding the use of video in their courses and how they incorporated that feedback into their future plans for videos in their courses. Instructors were also asked about types of videos they would like to create, and video tools they would like to explore using and why. This was asked of instructors in order to determine what sorts of challenges and limitations instructors are facing in the area of video creation in order to better shape the recommendations and conclusions drawn from this research. Interviews were conducted in a semi-structured way. If participants requested, the researcher forwarded the interview questions to them ahead of time. Due to the small number of interview participants, the researcher was able to leave many of the questions open-ended which is believed to allow for longer conversations, and more spontaneity and in-depth answers from the interview participants (Robbins, 2008, p. 66).

## 2.4 SELECTING PARTICIPANTS

In order to confirm the findings of the literature review, the researcher set out to recruit twenty to twenty-five participants from the support staff and instructors in the Faculty of Human and Social Development (HSD) at the University of Victoria. An initial recruitment email was sent out to the general mailboxes of all the programs in HSD. This included the following Schools:

- School of Public Administration
- School of Social Work
- School of Child and Youth Care
- School of Nursing
- School of Health and Social Policy
- School of Health Information Sciences
- School of Indigenous Governance

This email contained a request for distribution to all staff and faculty in each School. Due to low response rates and difficulties arranging interviews, several follow-up emails were sent to both the general mailboxes and the Directors of each School. The researcher was advised to select HSD as the target for interview participants because the Schools within the Faculty are the ones at the university where delivering quality course content to their online programs is a priority, and distance education is a prominent component of these Schools. The criteria for interview selection will be that they must be currently making and using their own videos in online courses for professional education programs in HSD.

Out of all the emails sent, the researcher was only capable of procuring seven interviews with instructors, and no interviews with support staff and the research goals were adjusted accordingly to correspond more effectively with this reduced number. The researcher originally had hoped to acquire representation from all seven Schools, however the School of Indigenous Governance no longer has an online component to their program, and no interest was expressed by any instructors from the Schools of Health Information Sciences, Child and Youth Care, or Nursing. As a result, two instructors from the School of Public Administration, one instructor from the School of Health and Social Policy, and four instructors from the School of Social Work were interviewed. Findings from these interviews may not be widely applicable to

all Schools within HSD, or be considered representative of a typical experience of online video creation for instructors across HSD.

## 2.5 DATA COLLECTION

Interview questions were divided into three primary focus areas, which then included follow-up questions and prompts in order to encourage the interview participant to expand upon their experience. The three focus areas were as follows:

1. How do you use videos in online classes?
2. What tools do you use when creating videos?
3. What learning outcomes are achieved through your videos?

The questions were sent to participants beforehand, due to the researcher wishing to employ an exploratory interview method, where the interview felt more like a conversation and was not constrained by the order of the questions. From email exchanges that took place prior to the interviews, the researcher had gathered that those instructors who were willing to participate in the project had varying degrees of experience with video creation, and that those with more experience would be more likely to have more information to share. Thus, these interviews were expected to take longer.

Interviews took place in the months of March, April, and May 2015. Some interviews were conducted in person in Victoria BC (during a trip to the city by the researcher), at the location of the interview participant's choosing. Other interviews were conducted via Skype or phone from the interviewer's home. Interviews lasted from thirty-five minutes to one hour and twenty minutes. The length of the interviews varied due to the amount of experience the interview participant had with video and how many videos the interview participant wished to share with the researcher. The average interview length was fifty minutes.

## 2.6 ANALYSIS OF INTERVIEWS

To more easily facilitate interview analysis, the researcher recorded and transcribed all interview sessions, along with taking written notes during the interview sessions. By using recording technology, the interviewer was more easily able to record verbatim answers to the research questions (Salkind, 2010, p. 634). The results were then grouped into themes that roughly corresponded with the interview questions asked. Due to the exploratory and semi-structured nature of the interviews, some unexpected results and information that added new dimensions to the project emerged during the analysis of the results.

During the interview process, the researcher encountered challenges. The first challenge was the reliability of Skype technology for the interviews that had to be conducted online. This resulted in some recordings of interviews having a significant amount of lag, and thus some gaps in the information being delivered by instructors. Additionally, some instructors used the interview as an opportunity to express off-record frustrations. The written transcripts have been filtered for lag due to Skype technology, with these missing parts supplemented by the written notes. They have also been edited to exclude any information that was identified as off the record by the interview participants.

## 2.7 POTENTIAL FOR WEAKNESS AND IDENTIFIED LIMITATIONS

The first identified limitation is the researcher's lack of familiarity and experience with creating interview questions and conducting interviews. The researcher consulted documents that were provided to her as a part of the UVic SPA 598 CourseSpaces website, as well as literature about conducting qualitative research that was provided to her through her ADMN 502A course in order to address this weakness in the most effective way possible. The research questions were also reviewed and revised by the researcher's supervisor and the UVic Ethics Board before they were presented to interview participants.

The second identified limitation is that this project originally intended to interview twenty to twenty-five instructors at the school but only seven participants were ultimately interviewed. The researcher made a concentrated effort, in joint with the project supervisor, to recruit the desired number of participants, but was only capable of recruiting seven participants in the time frame allowed. The researcher sought to address this limitation by re-working her original analysis intentions.

The third identified limitation is that the presence of an interviewer may cause respondents to alter their answers due to social desirability, and participants may not want to be seen as giving a controversial response (Robbins, 2008, p. 67). This is a real possibility, as the interview participants are being asked to give feedback about their employer, in order to assist the researcher in creating a report for whom the client is a colleague in that same place of employment. To address this limitation, the researcher has made every attempt to ensure that the participants identified in the report are specific enough for the information to hold value, yet unable to be identified by the outside observer.

## 2.8 ETHICAL APPROVAL

The Research Ethics Board at the University of Victoria granted ethical approval for this project on February 2, 2015. Anonymity and confidentiality for interviewees in the final report was guaranteed. Participants were emailed consent forms that the interviewer requested to be signed, scanned, and returned before the interviewing could commence. Interviewees were able to request to withdraw their participation in the project at any time, and no participants withdrew their participation at any time.

## 2.9 CONCLUSION

This report was formed with research gleaned from a literature review, interviews conducted with instructors at UVic, and inquiries made about tools available through university channels for video creation. These three information sources together will determine what methods for online video creation are available and in use for instructors and how these methods are used. This will create a clear picture of what people are doing with video creation, and in turn will be able to serve as a guide for the SPA faculty.

### 3.0 LITERATURE REVIEW

This chapter discusses the available literature on video technology used for online instruction with an emphasis on how video technology can be used in online professional education.

While there was a fairly comprehensive amount of information about specific tools and programs and how they were used, there was a lack of cohesive material regarding instructor challenges with using video, be it technical difficulties, or support provided to instructors by their institutions in order to provide this video content to their students. In some of the literature examined, the instructor might also meet with their students in person but still chooses to use video technology delivered outside of lecture time to fulfill some course requirements, such as information delivery through video instead of assigned reading. However, in the majority of the literature examined, the instructor and students never meet in person, and their impressions of one another are formed entirely over online class forums, including video interaction as well as written forms of communication such as email. This literature review will be specifically seeking out information about videos that can be created using relatively inexpensive and easy to use software and how the instructors incorporate these videos into their online curriculum.

This chapter first assesses instructor perspectives regarding the use of video to establish social presence in the online classroom, and how to use video to impart knowledge and information that is necessary to succeed in the course to their students. This is followed by a discussion of asynchronous video tools. While not related specifically to instructor-created video, it was found that there was enough focus and discussion of synchronous video tools in the literature to be relevant as supplementary information of interest to this project. The chapter concludes with a discussion of the negative impacts and limitations of video use, as well as addressing the gaps in the literature examined. This research project will further contribute to the existing literature and discussion surrounding the use of video in online courses by filling the gap resulting from the lack of information about video use in online professional education programs.

Throughout the literature, over 20 different tools and programs were identified for use in online video education. These tools and programs are listed in Appendix 1, along with brief descriptions of each tool sourced from a distributor website/source. Also included in this Appendix are tools and programs mentioned by interview participants. As styles of online video are referred to with varying terminology throughout the studies examined in this paper, similar styles of video may be referred to with different terms, depending on which study is being referred to.

#### 3.1 INSTRUCTOR PERSPECTIVES ON VIDEO

The perceived educational value of providing audio and video learning material is perhaps the main reason why instructors might want to employ these technologies (Traphagan, Kucsera, Kishi, 2010, p. 20). The cognitive theory of multimedia learning suggests that a learner constructs understanding by integrating the visual/pictorial channel and auditory/verbal channel in their information processing system, allowing that a learner will gain more understanding from words and pictures together, rather than just words alone (Traphagan, Kucsera, Kishi, 2010, p. 21).

Delivering a quality online course is usually found to be more extensive and time-consuming for instructors than teaching a face-to-face course of the same quality. It is believed that building a digital format for a course results in instructors having to think through the course components of process structure, evaluation, and interaction as the instructor may feel as though they need to be more transparent and explicit in their planning process (Anderson et. al., 2001, p. 5). An example of this given by

Anderson is when an instructor wants to facilitate discussion between students online. In a classroom, this discussion might flow freely, yet in an online setting an instructor may feel that they have to enforce time parameters, monitor responses, encourage the students to address the issues that others raise, and prevent students from writing too much (2001, p. 6). In addition to this type of time requirement, there are other factors that instructors may have to consider when building an online course. Firstly, the larger a class gets, the more difficult instructors may find it to maintain a personal connection with students (Foertsch et. al., 2002, p. 268). Secondly, if an instructor is going to pursue video as a method of information delivery for online courses, the students must see the value in the video and feel that it is an effective use of their time and money to be enrolled in an online program. A videoed lecture should encourage further learning, and promote that students consult other sources in order to further their learning experience (Bennet and Maniar, 2007, par. 14-15). Thirdly, the on-campus experience of the “sage on the stage” in lecture experience may not translate so well to online learning, where there may be a need for a greater focus on interactivity. In one study, a majority of students perceived a well-designed and effectively delivered website to be just as good as going to a class, proving that online education can be delivered in a way that measures up to the effectiveness of an on-campus experience (Traphagan, Kucsera and Kishi, 2009, p. 33).

Furthermore, while video in online courses is meant to be used as a method of information delivery regarding the course topic, it also holds value as something different from text-based distance learning, where the primary information source may be found in textbooks, or, in the online age, articles posted to the class website. In one study, an instructor included pre-made video clips in lectures and felt that though these clips were meant to be used as learning devices, the value of the video clips as entertainment ought not to be overlooked, as it broke up what may be perceived as monotony within the subject matter, or could prompt students to consider what the relevance or connection of the subject matter to the clip is (Hoover, 2006, p. 470). This use of video clip aimed to keep the course interesting and the students paying attention. Thus, the challenge, as identified by Fill and Ottewill, “is to mix the best attributes of entertainment with truly involving and meaningful learning opportunities” (2006, p. 401).

### 3.1.1 ESTABLISHING SOCIAL PRESENCE

Cultivating social presence in online class settings can be difficult, as the learning process is often asynchronous, leaving little or no time for actual interaction between instructor and student. Often the intended result of video use in online courses by instructors is to achieve and cultivate a sense of connection between students and instructor (Griffiths & Graham, 2010, p. 327). Establishing online social presence is possible within text-based courses, but a lack of visual conversational cues, such as facial expressions or hand gestures, can make it a difficult endeavour (Borup, West & Graham, 2012, p. 195). Video would seem like an ideal solution to remedy this lack of visual presence. In previous studies, vocal cues have been identified as giving learners a sense of engagement and a perception that their instructor cared about their learning, and that the audio feedback seemed to humanize the instructor to these students who had never met face-to-face (Borup et. al. 2012, p. 196). Video can make information that may be difficult to grasp in text easier to understand when it is translated to on-screen images, and may have visual appeal that can increase student motivation by evoking emotions (Hartsell and Yuen, 2006, 32).

Webcam video was found to be an effective way of achieving social presence in one study, where an instructor was often sending quick, webcam recorded videos to each student, resulting in creating an individualized experience of the course as all students were being engaged with by the instructor, and in turn were prompted to send videos in return (Griffiths and Graham, 2009, p. 73). This method of using asynchronous video was found to combine the benefits of face-to-face communication with the flexibility that people have come to expect from online education (2009, p.73). Instructors in another study who

created videos of themselves speaking to students using webcam style recordings felt that video made it easier to express emotions and to communicate in a natural way (Borup et. al., 2014, p. 239-240). Students affirmed the accuracy of the instructor perceptions by saying that these videos contained more emotions, felt more conversational, and made it easier to feel a connection (2014, p. 342-244). A similar webcam exercise was done by an instructor in another study, who posted weekly informal videos of herself talking about course highlights and her favourite topics from the week (Mandernach, 2009, p. 8). Students felt that these weekly highlights added greatly to the course and made for a more personalized and enjoyable experience where they felt a sense of connection with their instructor (2009, p.13).

For instructors, using video may not just be about establishing their own social presence for the students, but can also be about the presence of their students for them. By speaking to students using video, the students become more than just a name on the page, and instructors may find that work submitted to them by students becomes less anonymous and more meaningful (Themelis, 2014, p. 249). Student's self-perception of their own presence in a course is related to their perceived sense of learning, along with the level of satisfaction that they feel with the instructor in the course (Lyons et. al, 2011, p. 182). If students are becoming more visual learners, then ensuring that they remain engaged in the course material through use of a visual tool is a likely benefit of video.

### 3.1.2 IMPARTING INFORMATION AND ENCOURAGING INTERACTIVITY

Whether the video is available in downloadable format, or must be screened through an internet connection, one of the primary advantages identified for lecture style videos is that learners can use the video at their own pace. They can control the speed of the progression of the video, pause and re-watch certain sections, decide when and where they choose to watch the lecture. Griffin, Mitchell, and Thompson categorize these benefits as the four P's: Place, Pace, Peace, and Process (2009, p. 537). These four benefits are the summary of what they believe to be the potential pedagogical benefits of e-lectures. Place refers to the fact that a student can learn wherever they have access to a computer; Pace means the student can watch and re-watch as much or as little of the e-lecture as they want; Peace meaning the student can select to learn when they feel most alert and capable; and Process refers to students being able to choose the approach they most feel comfortable with when watching the e-lectures, being their unique combination of Place, Pace and Peace preferences.

With this in mind, an asynchronous video is likely not intended to be watched linearly or straight through without stopping, by the student. The learning experience is likely designed to maintain some level of interactivity. For example, an interactive video could be a file of different slides containing video segments that explain different concepts, and the whole video can be navigated by skipping ahead, or going back at the student's own pace, making it an interactive experience (Zhang et. al., 2006, p. 18). Certain sections of the video can be revisited as many times as a student might want, by rewinding and re-watching these segments (2006, p. 19). An interactive video, as opposed to a linear video, can give the learner a higher sense of control over their learning process (2006, p. 24). A second example of interactivity is the use of videos that contain accelerating software, which can allow for students to speed up videos to as fast as two and a half times the normal rate, without a disruption of pitch in the sound quality (Cardall, Krupat, and Ulrich, 2008, p. 1174). Being able to accelerate the pace of a lecture was satisfactory to students who felt that they were able to acquire their knowledge at a quicker pace, and then reinvest the time saved into other academic or personal pursuits (2008, p. 1177). This indicates that students are likely to use videos in strategic ways, such as studying specific segments or reviewing certain sections rather than watch these videos from start to finish (Lust, Elen, and Clarebout, 2012, p. 53). A third example of interactive lectures includes a mix of slides, photo, and video, where the student is able to navigate through the material at their leisure. Subjects of the lectures are presented using subtopics, and may also include features such as activities or questions for the student (Stephenson, Brown & Griffin,

2008, p. 643). A virtual lecture such as this is more heavily text based, and would likely rely on video to provide supplementary material to the lecture as a whole. Interactive lectures may require the use of more sophisticated multimedia tools. In one related example, a multimedia document contained the audio narration of a live lecture for a computer science course, along with the notes that were written and recorded on an electronic blackboard, and the slides that were used as a part of the presentation, which students could then navigate at their own pace (Zupanic and Horz, 2002, p. 24). Assignments that are directly related to the video can also promote interactivity, such as answering questions or drawing diagrams based on information from the video (Green et. al., 2003, p. 257). If students are expected to demonstrate what they have learned from the video, they may be more likely to re-watch certain parts and pay closer attention to areas where they are having trouble.

Through these interactive methods, the information contained in the lecture can be reviewed or revised as many times as the student feels the need to, in order to learn the information sufficiently.

## 3.2 USES OF ASYNCHRONOUS AND SYNCHRONOUS VIDEO TOOLS

In the literature review, instructors were found to use both asynchronous and synchronous video in their online courses. Both methods have benefits, limitations, and different tools and programs associated with them. Asynchronous tools were the main focus of this project and the following section focuses more specifically on how these types of videos are used and what educational purpose they serve in online courses.

### 3.2.1 ASYNCHRONOUS VIDEO TOOLS

Online education is often thought to allow students a greater sense of flexibility when it comes to their education. Locating a course in cyberspace allows for it to be accessed at any time, in any place, which is what likely makes online education an attractive option for individuals looking to balance education with other priorities. The majority of literature surrounding the use of videos in online education emphasizes video use in an asynchronous way, and in this section, the different ways in which asynchronous video is used, are broadly categorized based on purpose and how they are created.

#### *Demonstrations and Screencasting*

Video is a good tool to use when the learning involves something that the viewer can watch in action (Halls, 2012, p. 76). This could be referred to as a demonstrative video, as it demonstrates a process, activity or situation; an example being videos used in language learning distance courses, which show examples of the language being used by native speakers and “represent complete communicative situations” (White, Easton & Anderson, 2000, p. 168). These videos are also found to likely help students to understand subsequent text-based activities or assignments with language learning. Another demonstrative example is a study where videos were created of clinical sessions with families, for a course on child psychology. In this case, the purpose of the video was to expose students to a greater number of clinical child psychiatry problems than they might see otherwise, and to enact a greater capability of drawing the attention of the students to salient features of a case that they might not otherwise notice (Parkin & Dogra, 2000, p. 568). A similar use of video was demonstrated in a study that made use of videos as a tool for case-based learning for teachers looking to improve their analytical competence (Goeze et. al., 2014, p. 95). Yet another study allowed math teachers to use video observation to further their professional development, by observing real life examples of their professional peers in the classroom (Choi and Yung, 2011, p. 559). Through these videos, the math teachers were able to learn new pedagogical strategies and also appreciate that many teachers struggle with the same issues in the

classroom (Borko et. al., 2008, p. 434). It was also argued that presenting an authentic<sup>4</sup> situation through video was more effective for student learning than presenting the same situation via text (Choi and Yung, 2011, p. 558). Though these case-study videos were not explicitly used for distance education, they are another example of how video can be used to expand the knowledge base of students who may not be able to participate by observing these types of sessions in real-time, on a regular basis. A similar perspective can be applied to using video for distance students, as video can be used to bring real-life examples to distance students, when they are not able to participate in similar activities that may be held in the classroom, or to expose them to a greater range of examples that they are not able to directly observe due to time and distance constraints.

Screencasting tools are also a form of demonstrative video which can be used when creating videos from problem-solving demonstrations; particularly in fields like math and science (Kay, 2012, p. 822). With this tool, a recording can be created of step-by-step calculations as they are written out, along with providing an accompanying narration. This recording can then be uploaded for users to access (Vondracek, 2011, p. 84). One physics instructor makes use of screencast tools in order to make videos that demonstrate difficult problems. This instructor also makes use of screencast in a responsive way by doing sample problems in the same way if students reach out with a specific question. Through an exchange like this, it is thought that the one-on-one exchange of ideas between student and instructor is more direct than using email, a phone call, or an online forum (Vondracek, 2011, p. 85). Another method of using screencasting in a responsive manner is to use it to provide feedback for student assignments. The instructor can make a recording of audio and a screen capture of a student's paper, and then may use the cursor to highlight areas that may require revision accompanied by an audio explanation (Thompson and Lee, 2012, p. 6). Thompson and Lee have termed using screencasting in this way as providing "veedback" for student assignments (2012, p. 2). Used as a method of constructive feedback, it was found that the audio component of the instructors voice initiated a student response of interpreting the feedback as being encouraging, rather than critical, as they could hear the tone of voice being conveyed, and the result was feedback that felt more friendly and conversational (Thompson & Lee, 2012, p. 13). Written comments are sometimes misconstrued in student interpretation, and though veedback is one-way, hearing their instructors voice can encourage a student to ask further questions of their instructor because they feel a sense of connection that they do not get from written comments (2012, p. 11).

### Personalized Webcam Video

Webcam style recordings are also capable of being created quickly, and can be used to both impart knowledge, as well as act as a responsive tool. In one study, webcam-style videos were used by instructors in an activity to facilitate an initial exchange of personalized clips between students and instructor about the layout of the course and expectations. The instructors would film themselves, doing an introduction to themselves and the course and the students would do the same, filming an introduction about themselves and their expectations for the course. Throughout the course, the instructor also posted video clips explaining themes and concepts in addition to continuing to send personalized video recordings to students as means of providing responses to inquiries (Griffiths & Graham, 2009, p. 68). Encouraging the student creation of clips can even extend to these clips acting as replacements for written assignments or projects (Gurvitch and Lund, 2014, p. 13), provided that the students are receptive to using this type of medium as a part of their studies.

### Live Video E-Lecture

E-lectures can take the form of being a lecture that was actually given to an on-campus class group and was recorded and posted online for online students, or could be a lecture created by the instructor and

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<sup>4</sup> Authentic in this example meaning an unscripted, real life situation



recorded in an office. Both of these lecture options include PowerPoint slides and the instructor's voice, and sometimes video of the instructor as well (Stephenson, Brown & Griffin, 2008, p. 642). Videotaping a face-to-face lecture is an easy extension of on-campus learning and can be posted for students to view online at a time of their choosing (Wieling and Hofman, 2010, p. 997, Lage, Platt, and Treglia, 2000, p. 38, Ronchetti, 2010, p. 47). However, video of an instructor is often perceived as less important in terms of information delivery, than video of the lecture slides in most educational contexts (Copley, 2007, p. 389). This would indicate that for a purely online cohort, simply recording the in-class lecture sessions and posting them online may not deliver the same learning experience as it did for the students who were able to attend the in-person lecture.

Recording live interactions to create an asynchronous video can also be done with student participation and feedback. At the West Virginia University School of Nursing, webcasting was delivered through a program called MediaSite Live, which allowed for distance students to see and hear the presenter, as well as view the presenter's slides. Students were also able to answer poll questions and participate in a live Q & A session through the MediaSite Live Navigator (Dimaria-Ghalili, Ostrow & Rodney, 2005, p. 13). The webcasting was found to be useful when communicating with distance learners, though it did not seem to entirely eradicate feelings of isolation and lack of human interaction from the perspectives of online students (p. 17). Though this webcasting is touted as a synchronous method, in this study, the classes were archived and made available to online students after the lecture concluded via the WebCT server (p. 15). So though the material was intended to be viewed synchronously, students could also choose to re-experience the lecture asynchronously, or skip the lecture entirely and use the cached lecture that was made available later.

Another way that e-lecture can be used for online students is to give them the experience of a guest speaker in their course, something that is fairly common in on-campus experiences, but difficult to replicate for online learners. A guest lecture can take the form of a webcast that has been embedded from an outside source that contains material relevant to the course that will facilitate a discussion for the students (Bell, 2003, p. 11). Instructors may also be interested in creating their own guest lecture webcasts to use in their course delivery.

### Slide Show Style E-Lecture

One of the most straightforward methods for creating an e-lecture is combining presentation-style slides with audio recordings. This format is capable of being created with tools that are part of standard computer software, and does not require use of a video camera (Schreiber, Fukata & Gordon, 2010, p. 4). PowerPoint lectures may have the audio embedded, with the slides synced to the voice over, or the audio may be available in a separate file, and can be used concurrently with the slides if the student so chooses. However, Griffin, Mitchell and Thompson found that unlinked PowerPoint presentations and audio resulted in lower test scores among students, when they administered quizzes to assess how much information from the lectures had been retained (2009, p. 535). This may indicate that having to manually pair audio with slides could be seen as too time consuming for students (Griffin, Mitchell, and Thompson, 2009, p. 536) or that the slides are necessary to reinforce the information presented in the audio, creating a multisensory experience for the learner (Traphagan, Kucsera, and Kishi, 2009, p. 21).

### 3.2.2 SYNCHRONOUS VIDEO

As demonstrated in the previous section, the majority of research surrounding video use in online education has been in regards to video used in an asynchronous way. However, though outside of the scope of instructor created video, the amount of information focusing on synchronous video in online courses was found to be worth mentioning as a supplemental finding. Synchronous video communication (SVC) can add a sense of authenticity and credibility to the course due to the ability of the instructor to

come into real-time contact with the students (Themelis, 2014, p. 246). This authenticity and credibility is further explained by Themelis by explanation of tele-social presence, meaning that students felt a sense of place and togetherness created in the online environment, and that the togetherness creates a sense of immediacy and intimacy, as students were able to interpret tone of voice, and audio-visual cues present in their instructors feedback and mannerisms (2014, p. 253). This reinforces the concept that meetings with instructor and peers in real time can help online students to stay engaged and establish a stronger sense of connection with both the instructor and peers for the student (Yamagata-Lynch, 2014, p. 189). Shi and Morrow believe that e-conferencing can deliver content and interaction through a richer set of tools than that of asynchronous methods, including chat boxes, audio interface, web page redirection tools, polling tools, application sharing, whiteboard tools, presenter consoles, the ability to place students into groups, and the ability to record sessions (2006, p. 42-43). While e-conferencing has many synchronous tools to use, which tools are used, and how they are used, likely depends heavily on the course content and how knowledge will be best imparted to students. In a course where graphic content was central to the learning process, an interactive whiteboard tool was essential for increasing student engagement with the course content (2006, p. 48). In other types of courses, this type of technology may not be required, and the set-up of the lecture streaming may vary.

When it comes to addressing issues of timing for synchronous sessions, one instructor of biochemistry has expressed that he often schedules his online synchronous sessions for evenings, when he assumes more students are likely to be at home. However, this solution obviously does not work for everyone, as these sessions are still recorded and made available later online (Kohorst & Cox, 2007, p. 194). The video conferencing technology used by this instructor is done to hold informal office hours the same way they would be held in real life, only over the Internet. While Skype or a similar program may replicate the face-to-face interaction of office hours, explaining a difficult concept that requires visuals may be more challenging. This instructor utilized a program called Illuminate Live! which allows for sharing of applications such as Windows Journal, which is an application that one can draw in using tablet and pen technology, in conjunction with a voice feature where his voice is explaining the formula he is drawing out for his students (Cox, 2011, p. 8). The webcam feature allows for him to show physical models of molecules on the screen, and point to certain features of these models. If a student would like to see the molecule from a different perspective, all they need to do is ask through the voice feature (Cox, 2011, p. 7). Through the application sharing, his students have access to Windows Journal, and here they can add notes, or circle parts of a diagram to point out what they specifically do not understand (Kohorst & Cox, 2007, p. 194). The students can also ask questions through voice messaging (2007, p. 196). These videoconferences are held with multiple students signed into the program at one time, so it is very similar to a tutorial session, only it has been moved online. A synchronous webcast such as this has a distinct advantage of allowing instructors to determine fairly quickly whether or not distance learners have understood key points of the material (Billings & Kowalski, 2007, p. 152). In turn, students can receive immediate opinions or feedback about difficult questions or situations (Reynolds and Mason, 2002, p. 84). However, some participants in synchronous videoconferencing may feel self-conscious about having little time to reflect before responding or participating in synchronous learning situations (Reynolds and Mason, 2002, p. 82). That being said, a videoconference style webcast is an ideal tool for promoting active learning with questions and answers being exchanged between students and instructors.

From this it can be discerned that a significant potential limitation of synchronous video education is that it requires time to be scheduled carefully for webcast sessions (Billings & Kowalski, 2007, p. 152). It is likely that the more individuals who need to participate in a synchronous webcast; the more difficult it will be to schedule an appropriate time. Online distance education may mean that students have selected the course specifically because they require flexibility within their education in order to meet their other commitments. Some researchers believe that synchronous video diminishes this flexibility, which has been identified as one of the main benefits of online learning (Griffiths & Graham, 2009, p. 67). Additionally, synchronous video also exposes itself to the mercy of technological flaw and unreliability

(Borup, West and Graham, 2012, p. 195). If an individual is located in a place where the power has gone out, the Internet has failed to connect, or if the technology is malfunctioning, they may be missing important components of the learning that they will then have to seek out in a different way. For these reasons, it would be necessary for students to be able to access technological support during synchronous video learning sessions.

As mentioned, synchronous video falls outside of the focus of this project. However, it is worth mentioning that synchronous video use formed a smaller, but still significant part of the literature on online video in university distance education.

### 3.3 SUPPORT FOR VIDEO CREATION

Some instructors make use of on-campus resources when it comes to creating videos for their courses, such as using audio-visual services for technical editing (Parkin & Dogra, p. 570). Another study suggests that in order to ensure that videos are effective, an instructor can survey their students at the beginning of the course to get a sense of what sort of videos they watch on their own, which will provide them with an idea of what sort of video to use (Berk, 2009, p. 9). This study was referencing how an instructor might select pre-made clips for course use, but the concept could be quite easily adapted for video creation. By gaining a sense of what sort of videos and video technology students are already familiar with, an instructor may be able to create more effective videos.

Instructors may also require special equipment in order to create their videos. In a course where an instructor wishes to create recordings of diagrams and notes in the style of an electronic blackboard, the instructor needs a tablet PC or something similar to draw with. However, the students viewing the material only need access to a computer screen with the appropriate program installed in order to view the blackboard style recordings (Cox, 2006, p. 13). Providing oneself with this type of technology may be a significant extra cost, so whether or not an instructor can create these types of videos may depend on whether or not they have access to the needed tools through campus resources. Additionally, if instructors are requiring that students create video as a part of their program requirements, it may be necessary to ensure that all students do have access to programs and equipment to create the video (Gurvitch and Lund, 2014, p.16 -17).

### 3.4 NEGATIVE IMPACT AND LIMITATIONS CONCERNING VIDEO

Despite best efforts, video may not be able to effectively replicate all face-to-face interactions that individuals may have in a traditional classroom. Students may view a lecture online, but may feel that they lack the ability to truly replicate a live lecture experience because they are not able to ask questions right away to gain clarity on topics, or they may feel that they do not need to take as many notes, because they have the ability to replay lectures whenever they want (Copley, 2007, p. 396). This may cause a lack of engagement in the learning (Schreiber, Fukata & Gordon, 2010, p. 2). Students may also find the lack of a formal lecture setting to be distracting (Foetsch et. al. 2002, p. 271). In a study that compared online lectures to in-person lectures, one researcher discovered that students tended to still prefer live lectures, even though video and live lecture demonstrated a similar recall of information (Schreiber, Fukata & Gordon, 2010, p. 4) Another study found that that while students were prepared to partake in a two hour lecture that was in-person, they felt that a twenty to thirty minute online lecture was long enough to cover the same content (Phillimore, 2002, p. 211). This second finding may indicate that in order to include all lecture content, it may not be possible to simply create one online video that recreates the lecture in its entirety. Doran, Benson, and Longenecker suggest that the sole purpose of a video is not to act as a replacement of the lecture content, but to “capture and represent the knowledge of the course in an accessible and repeatable fashion” (1992, p. 431). In another study, it was found that when students use

recorded lectures, they will access them for short timespans, indicating that students are seeking out particular segments of information by fast forwarding to particular parts of the lecture, rather than have to watch the entire webcast video (Lust, Elen, and Clarebout, 2012, p. 53). Hartsell and Yuen suggest keeping videos to fifteen minutes in length and ensuring that they incorporate a variety of demonstrations and PowerPoint clips in order to keep things interesting (2006, p. 38). Giannakos and Vlamos also encourage keeping lecture webcasts to a shorter time span, recommending that videos not exceed twenty minutes in length (2010, p. 66). One set of researchers developed a tool called SocialSkip which allowed them evaluate how users browsed videos. The findings were that the more interesting the video was perceived to be, the less likely it was that users would actively seek for certain information by fast forwarding or rewinding (Chorianopoulos, Leftheriotis & Gkonelea, 2011, p. 25) These findings indicate that if designed properly, a webcast can have positive effects on learning, but instructors must have prior knowledge of what to avoid and what to promote in order to keep their students interested in the content being presented, as well as being aware that a video lecture may not fulfill the desired learning outcomes for online students in the same way that a live lecture does for on-campus students.

Instructors who create course material intended for online or mobile consumption may also be concerned about intellectual property implications (Bongey, Cizaldo, and Kalnbach, 2006, p. 357). In one study, an instructor who sought to create podcast recordings of his lectures to make available online for on-campus students who were unable to attend class or wished to review the lecture on their own time. Soon, the podcasts had expanded beyond the realm of the university and were being downloaded by non-students across the world (Bongey, Cizaldo, and Kalnbach, 2006, p. 355). Creating accessible content while ensuring that it remains local to the university environment is something instructors may have to consider when creating multimedia, including video materials, which contain their original lecture content.

The widely held understanding of online education is that it is more independent and the concept of showing up to prearranged timings for lectures or activities is often perceived as having been done away with in the online learning environment.

Video creation can be costly, both in terms of finances and the amount of time spent on their creation. In order to save money and time, instructors in the online sphere must be able to produce their materials quickly and for a low cost. In some instances, creating a video may be more trouble than it is worth, depending on the purpose of the video, and how much use students perceive to be gaining from it. In one study, in order to create live-action videos to be used for teaching and learning purposes regarding accessing library resources, librarians at York University decided that they would spend \$7000 over the course of a full academic year creating these videos (Majekodunmi & Murnaghan, 2012, p. 4 -5). Upon completion of these videos, the researchers found that the videos were not able to support active learning on their own, but needed to be paired with learning activities (2012, p. 10). Creating this seven video series was time consuming and expensive, and it presents the question of whether or not this was an endeavor worthy of the time and money it required. According to this research, to be able to use these particular videos, an instructor would have to develop supporting activities in order to encourage students to fully engage with the material. This outlook is shared by others, who state that library instruction that has been embedded into a course in order to assist with a particular task is more effective than a stand-alone tutorial (Gonzales, 2014, p. 47; Dewald, 1999, p. 26; Wales and Robertson, 2008, p. 370). These results suggest that unless other instructors are aware of the video tutorials that have been created, and are willing to use them in their courses, the videos do not serve much individual purpose, as they do not function very well as stand-alone videos, as students would have to seek them out instead of having them presented in conjunction with course information. Another library video tutorial project that was undertaken at the University of Central Florida in 2002 has now proven to be outdated, as library technologies and services are continually changing. Because these tutorials were created with grant money, the financial resources to update them are not available, and the videos are no longer relevant to the library's services (Viggiano, 2008, p. 49). These two examples indicate that spending large amounts

of money, or relying on grants to create static instructional videos may not be the best approach to creating current and consistent tutorial instruction for distance learners.

Technological delay and lack of training or support on the technical side of things can also contribute to video not having the desired effect. If students are experiencing difficulty in accessing video, or if the video is of poor quality, then the message becomes lost behind the technical issues. Reduction in quality such as unreadable slides, or the lecturer disappearing from field of view contributes to a negative reception or lack of acceptance of the video material by the students (Hartle et. al., 2005, p. 901). If students are experiencing technological delays, or issues such as glitches in the multimedia, it is likely that the student will first approach the instructor about how to remedy this. In addition to imparting knowledge, an online instructor will likely also be expected to address technical issues as they arise (Anderson et. al, 2001, p. 3). It is crucial to remember that technological awareness goes both ways. It may be assumed that today's students have been raised in the digital world and would prefer to gather their information on their own terms (Read, 2005, p. A39, Berk, 2009, p. 5, Prensky, 2001, p. 2). However, a student's perception of their own technological efficacy, and how they are supposed to interact with the information being presented in the video may also affect their perception of a video lecture's ability to impart knowledge. An instructor may need to be more aware of the technology skills of their students and how this may affect their ability to learn from online content (Lyons et. al., 2012, p. 186). Indeed, students who are more confident in using the technology and have familiarity or prior experience with these types of educational multimedia will be more willing to use technology as a method of assisting their learning (Chiu, Lee & Yang, 2006, p. 5; Giannakos and Vlamos, 2013, p. 138). This would indicate that video is most effective with learners who are already comfortable with learning from this technology. There is a possibility that access to training or assistance would need to be made available for both instructors and students of online education.

### 3.3 GAPS IN THE LITERATURE

Though research has been completed on online videos, there are still some areas that lack attention or discussion in the literature, indicating that there may be gaps in the knowledge of this subject.

Lack of ability to maintain attention to online videos was one challenge that was identified in some of the studies regarding asynchronous video (Foetsch et. al., 2002; Phillimore, 2002). There is a lack of information regarding how instructors might look to combat this attention span issue, be it with breaking up different components of the lecture into different videos, or if it may be addressed by presenting some lecture components through different mediums, such as activities, readings, or discussion.

Students desire flexibility with the delivery of their online lectures, preferring not to be constrained by lecture times, yet also express a desire to experience engagement with other students and the instructor (Winterbottom, 2007, p. 8). Other studies showed that students often expressed feelings of isolation in online courses, even with the delivery of online video (Lyons et. al., 2011, p. 182). In courses that have the option of being partially on-campus and partially online, this is easily remedied. This indicates that though online students do enjoy the flexibility associated with online learning, they also still desire elements of the learning experience as obtained in the traditional classroom, particularly the feeling of engagement with their fellow students or instructor. Instructors often appear to hold the view that online tutorials, or courses delivered entirely online, are not completely sufficient in order to replicate the type of human connection that students expect from on-campus courses (Dewald, 1999, p. 31). However, there appears to be little elaboration on how online courses may require a different approach to establish a sense of connection and engagement. This indicates that there has been little study done on how to replicate the human connection found in on-campus courses in the online world, or whether replicating

this lack of human connection is something that is affecting online courses or not. Students have indicated a desire for it, and instructors have addressed that it is lacking, but there is not very much beyond these two statements present in the literature on the subject. .

Teaching instructors how to use these different video tools was not something that was discussed at great length in the literature. In this literature review, the studies examined were completed using tools that the researchers appeared to already be familiar with, or the instructors who used the technology were identified as individuals who were comfortable with technology or had used similar programs. When instructors referenced using specialized tools such as tablet PCs or electronic blackboards, no indication was made as to whether the institution supplied these special tools or if the instructors had purchased them with their own money. A lack of training and technical support from the university to instructors was identified as potential limitation to video streaming by Hartsell and Yuen, but a remedy to this problem was not suggested beyond making sure that equipment and technical support was readily available before endeavoring to take on video streaming (2006, p. 38). This may not always be a practical solution.

### 3.4 CONCLUSION

This review has covered the available information regarding video creation and use by instructors at the university level. A detailed list of tools and programs mentioned in the literature is available for review in Appendix 1. Many different tools and methods for utilizing video were found in this research, as well as a variety of challenges associated with using video for online courses. The following chapter will discuss the interview findings of the experience of University of Victoria instructors with using video tools for their online courses, and how they use these tools to impart knowledge and establish social presence, as well as the challenges they face with using these tools.

## 4.0 INTERVIEW FINDINGS

In this chapter, themes garnered from the interviews with instructors employed within the Faculty of Human and Social Development (HSD) at UVic will be identified and explored. It will also address the tools identified as being available through the University, as well as tools used by individual instructors to create and deliver video in their online courses.

All seven instructors interviewed are employed by the University of Victoria and have used instructor created videos in at least one course, either graduate or undergraduate, that they delivered online. Three of these instructors are associate instructors, two are assistant teaching instructors, one is an adjunct instructor, and one is a sessional instructor. Four of these instructors are employed by the School of Social Work, two are employed by the School of Public Administration, and one is employed by the School of Health and Social Policy. Due to the exploratory nature of the research, the findings are grouped by shared experience. The interview process asked about what types of videos were most commonly used by instructors and for what purpose. The tools they used to create these videos, as well as any assistance provided, was also examined.

### 4.1 TYPES OF VIDEOS

Video was used to serve a variety of purposes for the instructors who were interviewed. Each instructor has ways they prefer to use video, as well as each instructor uses video to a varying capacity. Some use it in almost every part of their course, others just at select times.

#### 4.1.1 VIDEO AS GUEST LECTURE

An instructor from the School of Health and Social Policy used “talking head style<sup>5</sup>” videos in a course where she interviewed individuals in order to give a lived experience to the topics that she was covering in the course. These individuals might be government professionals, doctors, or even just members of the community who are able to deliver insight on issues facing individuals with certain disabilities, or individuals of a certain background or demographic. These videos present the lived experiences of some of these individuals, such as a woman speaking about her husband’s experience in an Indian hospital, or a doctor working abroad with HIV/AIDs patients. These videos can help to facilitate discussion and the students can listen to someone speaking that they might not have otherwise had the opportunity to listen to. They can also serve to add illustration to a concept that some students in her courses may find dry, such as how government programs operate in the real world. This instructor also stated that these videos serve a dual purpose. Not only are they an educational tool, but they also serve to capture the histories of some of these interview participants. Many of her videos are about the experiences of individuals in unique or past settings, such as doctors who are now in their nineties speaking about their careers in the medical field all those years ago, or an individual speaking about the experience of being incarcerated in an Indian hospital fifty years ago. If these types of conversations are not recorded now, the information and experiences of these individuals will be lost. In this case, video is also being used as a tool to create a record of lived experience for use in this instructor’s curriculum.

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<sup>5</sup> A “talking head” style video is one where the camera focuses on one individual speaking for the entire length of the clip, either responding to questions being asked from behind the camera, or imparting information about a pre-determined topic.

Two instructors from the School of Social Work spoke similarly about the value in creating video using guest speakers. They believe there is value in finding a speaker who is very significant to the course topic, and the video can be linked to the course readings and objectives. The video can then bring these objectives to life and serve as a type of community engagement where the online students are getting to experience a guest speaker that they would not normally have access too. These instructors then build learning activities and assignments around the guest speaker so it is not as though it is just a random clip inserted into the course. The videos are dynamic and serve the purpose of connecting individuals in the community and field with the students.

#### 4.1.2 VIDEO AS DEMONSTRATIVE/INSTRUCTIONAL METHOD

Video can be used as a way to show someone how to do something, or to demonstrate how to go about accomplishing a specific task. In the instructors interviewed, two such processes used video to communicate how students should approach constructing their final assignment in order to complete their programs.

In the School of Social Work, the final project that Masters students must complete is a Mahara e-portfolio project. In order to explain the concept of the portfolio in an accessible way, an instructor from SSW created a 15 minute video example of how she would go about building her own electronic portfolio, complete with examples of artifacts she would include. She then provided an explanation about how to effectively use these artifacts to provide a narrative within the context of the assignment. This instructor referred to this video as a sort of “show and tell” as many of the MSW students are part of the distance program. In the video, the instructor did not tell students what to do, rather than she came at it as though she was creating one for herself, and what that process would look like. The purpose of this video was to introduce concepts and encourage independent and creative thought for the students to apply to their own assignment, while minimizing the anxiety that some students may have when embarking on such a large task.

There is a comparable process of support in the School of Public Administration, in regards to the final project/thesis component of the program. The SPA provides webinar sessions, which are real-time video conferences, for students who have completed the class and co-op portions of the program and are looking to get started on their capstone project. The webinar platform is Blue Jeans, which makes use of audio and visual tools. The SPA runs one of these webinars two or three times a semester and each webinar runs for approximately one and a half to two hours. The webinar makes information regarding the final project process available to everyone, regardless of location, and also attempts to make the process less isolating. The webinar can help provide a face to the process of the final project. While the intent of the webinar is to have students participate live, the sessions are recorded and made available on the CourseSpaces website for individuals to watch at their leisure. The webinar’s purpose is to humanize the process of embarking on one’s final project, and it allows for a conversation to happen between the instructor and the students, enabling participants to learn from the instructor and, via questions asked by their peers, through one another about the final project process. This conversation allows for a sense of community to be developed between the online learners. Webinars were also piloted by instructors in the School of Social Work, using the Blackboard Collaborate tool. These were real time sessions that included a video broadcast, and then a chat box was available for students to use to submit questions as the presentation progressed.

#### 4.1.3 VIDEO AS INFORMATION DELIVERY

Videos can be used to provide information to online cohorts that would normally be found in the lectures delivered to on-campus students or information that may be delivered through class discussions.



An instructor in the School of Social Work commonly uses voice-over paired with Power Point. These videos were described as being supplementary to readings that were also assigned within the same unit, so they were required but not necessarily the primary source of information. An instructor in the school of Health and Social Policy also provided voice over PowerPoint material, albeit her material was delivered as audio and visual in separate files. Students could then elect to use them together, or to use them separately. While the majority of students used them together, the instructor reported that at least one student had given feedback stating that she only made use of the audio file, as she was an auditory learner.

An instructor in the school of Public Administration also uses voice-over with PowerPoint for the static videos that are embedded into the curriculum of her courses. These videos take the information that is provided through the textbook and then turns it into examples as the textbook information relates to public policy. These examples are showing the steps that unfold, how these concepts look in a real life situation, how the students should be applying the concepts in the context of public policy, and so forth. Lots of different examples are needed so students can fully understand the broadness of the concepts. The videos are described as being a secondary textbook in this instructor's courses, which speaks to how essential they are for delivering the course concepts and helping students effectively understand and meet the course objectives.

#### 4.1.4 VIDEO AS INTERACTION

An instructor in the School of Public Administration regularly uses weekly wrap up videos to create a sense of social cohesion in the online courses by having the professor film weekly videos that are specific to that group of students, where the instructor demonstrates that she understands the concepts where there may have been struggles or questions from students. The instructor is demonstrating that they have been reading the forums, monitoring posts, seeing how often they are accessing certain materials, and can use this interaction to share further guidance in a way that may seem more real than a written forum post. The students in the online public administration program do not have the benefits of being in a cohort with their peers, as they are on their own in front of a computer screen. The wrap up video can serve to show that they are still part of something bigger, and it demonstrates that the student is part of a class, that they are not the only one struggling with concepts, and that the instructor still cares about them. The wrap up video can talk about what happened during the week and what everyone learned, as well as addressing any questions that received by the instructor about the course content, and it can address concepts that the students are still struggling with. These videos are specifically addressed to the particular group of students that are in the course, and the instructor finds that this makes the students perceive her as more approachable.

In Social Work, one instructor encourages students to film introductory videos at the beginning of the course that not only introduce the student, but also shows where that student is located. The videos that students create show that they can be located in many different areas, and the experiences that they have in these areas have effects on their way of learning or working. This helps the other students to be able to get a sense of the person, as well as a sense of place. Students in the online program may be located in vastly different settings, as some may be in a rural or Northern location, while others are located in a more urban setting. These personalized videos show the instructor where each student is, and also allows for the other students to get to know a bit more about their classmates. An instructor of Health and Social Policy carried out a similar introductory video activity. Another Social Work instructor also did introduction videos in her classes, through the form of voice over with PowerPoint, though she did allow for this to be optional, and students could just post a written introduction to a forum if they were not comfortable with the video technology. This instructor expressed that she encourages her students to get

creative and incorporate elements beyond just themselves talking to the camera, and finds that sometimes students have included information or photos of their surroundings or families in these introductory presentations. The success of this medium for introductory purposes has led the instructor to allow for students to use voice over PowerPoint or video footage accompanied by text when they are presenting their work to her. This instructor also stated that though she encourages students to use video, she realizes that this is not a format that everyone is comfortable with, and would say that 50-60% of students opt for the voice over PowerPoint option when creating an introduction piece.

Students were encouraged to interact with one another in the Social Work program regarding the Mahara e-portfolio project in a pilot where the students were instructed to video-record themselves and post it in their portfolio where other students were able to see it. The students were paired up with the intention that they would peer-evaluate one another's portfolio content and ask questions about the video pieces in order to engage with each other. The questions were pre-assigned by the instructors and would be related to a very specific part of the portfolio. These questions would be administered in the form of an interview-like Skype session, and the students would then be expected to edit the video interviews and use it as a part of their e-portfolio. The intention behind this activity was that the interaction with other students would help individuals to feel less isolated and to grow in their learning through this collaboration.

An interesting finding regarding interaction that went beyond instructor-created videos was the frequent discussion of skype and video conferencing by some of the interview subjects. Two instructors iterated that they frequently use Skype as a synchronous video tool in order to interact with their students in a casual way, similar to how on-campus students might be able to take advantage of office hours. The difference with Skype is that it allows for infinitely more flexibility on behalf of both the student and the instructor. Online instructors may find themselves having to be available outside of what they might consider normal working hours in order to have a Skype session with a student who may be located in a different time zone, or might have intermittent Internet access, due to a Northern or rural location. These interactions are not part of the formal learning materials, therefore not fitting into the category of instructor-created video, but rather take on the role of attempting to create a peer-to-peer and student-to-instructor relationship that may be similar to what one would experience in a classroom setting, where an individual knows more about their classmates beyond their CourseSpaces photo and assignment-related forum postings. These instructors stated that, students have expressed that they appreciate the instructor's creativity and the effort put into communicating with the students via Skype, which one instructor described as a tool that allows you to provide feedback with a smile. Providing the smile was something that she identified as one of the biggest challenges of working with students solely online, as she finds communicating through the written word to be colder than a face to face interaction. With a synchronous video conversation, such as Skype, students can see that an instructor has made what is considered extra effort, from a student perspective, in making the online course engaging for them and providing feedback with a positive message.

## 4.2 OUTSIDE SUPPORT FOR VIDEO CREATION: TECHNOLOGY INTEGRATED LEARNING, BLUE JEANS WEBINARS AND OTHER

During the discussions with instructors, they were asked about any types of outside support that they might receive to assist them with video creation or video delivery when it proved to be beyond their individual ability. Technology Integrated Learning, UVic Audio-visual support, and post-production contracting were all sources of support identified by instructors in the study.

In order to discuss tools, programs and assistance available to UVic instructors, a discussion with Technology Integrated Learning (TIL) at UVic revealed that they are currently in the process of piloting a program called UVic GoMedia. UVic GoMedia was described as a YouTube-type platform that would be specific to UVic. UVic GoMedia is currently functional and searchable, containing some videos for courses, as well as general interest. Currently, CourseSpaces is the only platform provided through UVic to for instructors to upload video files to share with students. The UVic GoMedia pilot is in its second stage and the pilot will last 18 months in total. When asked about providing training and instruction to UVic instructors regarding video creation and use, TIL identified UVic's AudioVisual (AV) services as responsible for providing training and physical video recording equipment, should instructors wish to use this type of equipment. The researcher found the experience with getting in touch with TIL to be difficult, and when contact was eventually made, engagement was limited, which is reflected in the information provided in this research project.

A second outside support option, UVic AV can provide support and assistance for using the tools that it provides, such as video conferencing, Video on Demand (VoD) uploads, and classroom/special event AV support. One such example is using the Blue Jeans video conferencing services, a synchronous video tool. When using the Blue Jeans program to host the webinars, there is an option of connecting with the program from home, or going to the UVic Video Conferencing Services and delivering the webinar from a dedicated video conferencing room. In the MPA program, there is an instructor who facilitates webinars and identified this as their primary experience with using video technology for instruction purposes. This instructor's webinars focus on providing project preparation preferred to use the services on campus due to the availability of support services in case of technical issues. Instructors can send the link to the students who wish to participate in the webinar, and the link to access help support is available on the UVic video-conferencing website. The AV staff can also provide support by creating a recording of the webinar to be made available online later for students who were unable to participate in the session themselves.

Two instructors from the School of Social Work also stated that there have been times where the post-production of a video will be contracted out to someone on an hourly rate. These post-production contracts most often occur when a guest speaker has come to speak in an on-campus class or at a campus event and the guest speaker has given permission for this event to be filmed and then used later in online Social Work courses. However, these post-production contracts are very periodic and sometimes instructors may want to contract out something, but are unable to due to budget constraints. When these types of recordings do get made, it is usually because someone was awarded a grant or there was money allocated in the budget for a one-time purpose. Often, when a video is contracted out for post-production, it is a video that can be used over and over again by different faculty members in their courses. One example was a video that was created of a local knowledge carrier speaking about the original territory and people of the land. This video can be used over and over again as an introductory video for different Social Work courses. These types of videos are designed to have longevity, as the funding is unpredictable and it is of more use to more instructors to allocate the money to create something that can be used across all courses. Post-production contracts usually cost about thirty to thirty-five dollars an hour, and on average, likely cost no more than five hundred dollars in total. Contracted videos can use a mix of equipment and programs provided by the school, and ones owned by the contractor. Situations like this likely contribute to videos being more of a collaborative effort in the school of Social Work. Out of the three departments who had instructors participate in this research, only the School of Social Work discussed having a Distance Education (DE) assistant, or a technology assistant available to help them with their video creation. One instructor from Social Work spoke about how their DE assistant set up everything for the video that she created and used in a subsequent course. Having a DE assistant can speed up the video creation process.

### 4.3 TIMEFRAMES FOR VIDEO CREATION

Timeframes for video creation refer to how long it takes to plan, create, and upload a video from start to finish. There is no set formula for how often to use videos in courses and how long these videos might be. The same reasoning applies for how long it might take an instructor to plan and create a video. Interview participants who had created short and simple introductory video of approximately five to ten minutes stated that these types of videos may only take about thirty minutes to one hour to both plan and record, if an instructor is speaking to the camera while reading off of notes. Creating a video of a guest speaker could require multiple hours of work and coordination, while creating media rich video files that contain audio, image, and animation or live video, can take up to a week to plan, assemble, edit, and deliver. It is also different if instructors re-use videos from year to year, provided the content is still relevant. Updating an older video by either inserting new information into some slides or editing out slides that may no longer be relevant may take less time than creating entirely new material and turning it into a video. One instructor stated that they used a static video, with voice-over PowerPoint, to deliver information about the course content, and that these static videos take the most time to prepare for and film, as creating one from scratch could take up to a full day or more of work. Some instructors will create and use a video one time during the semester in their online course. Other instructors make use of video multiple times a week. Time is everything when it comes to what type of videos instructors can create and how often they can deliver them in their courses. Video use is very specifically tailored to the ability of the instructor and the type of course they are trying to facilitate.

When it comes to creating guest lecture videos, the process appears to be bit more involved, as it requires an instructor having to get in touch with individuals whom they wish to film, having these individuals sign a release form, sometimes the instructor may wish to provide the questions they intend to ask the participant in advance, and then editing and uploading the video to Moodle. One instructor stated that each guest video she did would probably cost her lunch, while another instructor who creates guest videos sometimes goes directly to the houses of individuals that she films, requiring gas and travel time. Cultural context can also play a role in how guest speaker videos are filmed and produced, particularly in terms of the indigenous content courses. A project that one Social Work instructor is currently planning for is to gather different elders and knowledge keepers and interview them about certain ceremonies or to even film the ceremonies as they take place. However, in that indigenous cultural context, there are many layers to the concept of image creation and filming that need to be considered before such a project could be started. This cultural consideration continues into the post-production as well. As the material is edited, the individuals involved would have to give continual feedback regarding how the information was being presented until the final product was something that both parties were satisfied with. In the indigenous cultural context, it is a very personal and reciprocal relationship that needs to be respected. So in this case, in addition to needing to find funds, there also needs to be enough time to treat the video creation process with the respect required of the indigenous context.

Timeframes can also be affected by issues outside of the control of the instructor. One instructor found that when attempting to contact the university Help Desk, this resulted in delays. Another instructor experienced technical difficulties when going about ensuring that her file sizes were compatible with the uploading tool provided in CourseSpaces. These issues are further explored in the issues and challenges section of this chapter.

### 4.4 INTENDED LEARNING OUTCOMES, AND STUDENT FEEDBACK

When it comes to selecting what type of video to use, instructors are paying close attention to how the video will add to the course. One social work instructor stated that she wants to ensure that there is pedagogic merit to students hearing her voice, as opposed to reading something and then engaging with one another through online discussion. This instructor does not believe that there is much to be gained by students viewing a re-creation of a lecture that could be done face-to-face, meaning a video that is approximately the length of a lecture meant to be delivered in-person, or viewing a recorded lecture that was originally delivered to a group of students. She believes that the media content has to provide something for students that they would not receive otherwise. The example she gave of media content that would fit this description was an audio file of senior social work academics talking about a relevant course topic. This instructor believes that the recorded conversation provides information in a better way than reading multiple articles would. A second social work instructor expressed a similar opinion about providing videos that are just a recreation of the lecture. She believes that a talking head video does not support any sort of collaborative engagement and actually is closer to an earlier generation of online learning, where a bunch of information is just pontificated over video. A public administration instructor made a similar point, stating that videos are not just about recording a lecture; it is about making a video that is consumable and created for the right purpose. However, a third social work instructor felt that the right type of video helped to add a bit of fun to the course. By mixing things up, she believes that student's interests are being engaged and that contributes to student success.

One public administration instructor stated though video can be perceived as more engaging than reading an article; it needs to serve a purpose beyond just entertainment value. There is value for students in realizing that learning will not always be entertaining and sometimes it will require hard work, such as reading a difficult article more than once in order to gain a full understanding of a topic. If a course is almost all videos, there is a possibility that the learning process may weaken, as students should still know how to glean information from written sources, as well as express their ideas through writing. A social work instructor also stated that video can be good, but that they have seen students really respond to text-based pieces that have made a big impact and gotten the students to where they want them to go. Another public administration instructor stated that there has to be a point to the video. If an individual can deliver the same information with text and achieve the same impact on the students, then there is no point in making video content of the same information. Engagement does not always mean entertainment. Creating a video just for the sake of having multimedia in the online course is not the goal of these instructors. If they are going to take the time to create something for their courses, they are going to make sure that whatever they are putting their energy into will truly add value to the course.

All instructors stated that they had received positive feedback from students in regards to the inclusion of video in their online courses. For the public administration instructor who hosted live webinars, it was expressed that though each webinar is different, she does take notes about questions students might ask and then ensure to address those questions in the next webinar session. A health and social policy instructor said that feedback regarding her guest lectures that featured a large array of individuals, from former deputy ministers to people with disabilities, was very positive. The students engage in a discussion about social programs or income security programs, and then they can watch a video from someone who has either lived the experience or has valuable insight into the reality of the situation. The videos humanize these individuals, whether it is someone speaking about living with a disability or a deputy minister, who may at first seem imposing. An instructor in the school of public administration had an independent peer review of her courses conducted by a distance education specialist and she found that there were online students who really wanted a campus experience in an online environment, and that was when she began to realize that there was more to videos than just content. It gives students the idea that they are gaining something of value that has been created just for them and their cohort because the videos have been created specifically for the online course, and have not been recycled from the on-campus courses. These videos are specifically for the online cohort.

Feedback for online courses is less consistent as compared to on-campus classes and can be more difficult to gauge than in-person interactions. Instructors can use their mid-course and final course evaluations to understand what their students are getting out of their courses, but one instructor expressed that these response rates can be extremely low, as compared to on-campus response rates to course evaluations. This makes it hard for her to truly say whether the low responses that she consistently receives, which are all positive, are indicative of the opinions of the class population as a whole. As a result, this instructor was often putting questions in discussion boxes alongside the video content, asking what the students thought and what they took away from the video in order to gain a bit more insight. From these discussion boxes, she could gain feedback from each video and know what the students found useful and what they liked and did not like, and would then be able to work these responses into the next session that she filmed and uploaded.

Negative student feedback most often focused on technological difficulties. Students often will blame the instructors for technological mishaps and it can be very frustrating on both ends. While instructors may experience their fair share of technical mishaps when it comes to uploading video or creating video, students can also experience errors from their end of the CourseSpaces website. Examples given were of a broken video link embedded into the material, a video link that works for some students but not for others, or students encountering difficulties when being asked to upload a video assignment. Instructors stated that they worked to resolve these issues as best as they could, such as by allowing for just audio files to be uploaded by students, or emailing students new links or information, but all of this was time-consuming, stressful, and did not address the greater technical malfunctions that were occurring.

## 4.5 ISSUES AND CHALLENGES REGARDING VIDEO USE AND CREATION

### 4.5.1 SUPPORT AND INCENTIVES

One social work instructor identified that there is no dedicated course development time for creating videos. With this in mind, taking into consideration the amount of time and effort required to create videos of acceptable quality, it is relevant to acknowledge that teaching instructors and associate instructors face a similar issue in regards to incentives to improve online course offerings. Sessional instructors are hired to teach courses, not to develop them. One sessional teaching instructor expressed that there is a lack of motivation to improve a course through doing something such as creating videos, as the limited term instructor does not know if they will ever teach this course again. On the other end of the spectrum, an associate professor expressed that it is difficult to find incentive to create course content in the form of videos, as it takes away time from research, which is what associate professors have been hired to do. If both teaching faculty and tenured faculty find a lack of incentive for creating video content, then there is a disconnect in terms of who is going to be responsible for creating these videos.

Support regarding what type of video to create and how to use video was seen as something that was lacking for the majority of the interviewed instructors. Instructors are interested in knowing what a good video looks like and how to best use videos, whether it is responsive, or to ask questions, or to do it in lieu of the traditional CourseSpaces forums where instructors pose a question or topic for discussion and then students are to provide written answers and insight. However, there is a lack of any opportunity for training or a chance to have a conversation across departments about what instructors might be doing with video and whether or not it is successful or effective. All of the instructors who were interviewed for this project identified as being primarily self-taught in terms of video creation. Some of them referenced Google as their main go-to when it came to figuring out how to create or edit videos. Other instructors said that they relied on exchanging information with their peers, who may have a bit more expertise in the

area of online teaching. As was mentioned previously, instructors from the School of Social Work stated that they had access to an individual who was able to provide personal one on one tutoring or assistance when it came to creating videos. This individual was referred to as a technical support person, or a distance education (DE) assistant. However, sometimes there was money in the budget for a DE assistant and sometimes there was not, so that also proved to be a problem, as the support is inconsistent. All instructors felt as though their department was under-resourced when it came to supporting video creation and editing. Instructors expressed interest in accessing a bigger menu of multimedia choices, in terms of programs. Instructors also expressed interest in accessing more professional development in the area of video creation and editing.

Some instructors may be far more comfortable with technology and it may result in inconsistencies for online students, where some courses may contain a large amount of video learning, and others may not. When an instructor begins teaching online and using features such as video, they will have a different amount of technical learning to accomplish based on what knowledge they had coming into creating online learning material. The less technical knowledge an instructor has coming into it, the greater the challenges will be. The more capable an instructor is to respond to student inquiries and provide them with assistance, the more effective the content will be. Students should be able to rely on a degree of consistency when it comes to information delivery in online courses. Base expectations for including videos in courses were presented by a public administration instructor as something that may be beneficial for students. This would mean that every course in the program would have an expectation of a similar base level of video tool use and it would remedy instances of students experiencing some courses with lots of different videos and multimedia, and then going to other courses that don't have any and instead perhaps follow the more traditional distance learning approach of weekly self-directed readings and submitting two or three assignments. A second public administration instructor stated that online students do not have access to campus resources, such as the library, the same way on-campus students do, yet they pay the same tuition. Because they are essentially paying for infrastructure that they do not use, this instructor believes that online students should get access to other resources, which for them means a stable learning environment, with engaging content and real support from the instructors. As online programming moves forward, the more common features such as videos will likely come to be expected by students and administration in course content. Faculty and staff will be expected to take ownership of supporting technical problems and helping students troubleshoot issues that may arise from using technology such as video. Students do not want to be redirected to a help desk for material that has been provided to them by the instructor. If an instructor is including video in their courses, they have to be able to respond to student concerns, or else it will negatively affect the delivery of the course, as well as negatively affect student response and evaluations. In order to provide this expected level of delivery and support, instructors will need support and training in order to ensure that they are all maintaining similar levels of ability.

The ability to select and use a wider variety of tools was also identified by three instructors as something that would be beneficial in the future. Currently, instructors have the option of using programming and software that is either licensed through the university for everyone, or is licensed by their department, in which case the funding comes out of the department budget, or purchasing programs and software with their own personal income. One instructor from Social Work, and one from health and social policy both stated that they would like to see a broader menu of multimedia choices, even something that takes the form of a drop down list or panel located on a UVic webpage or within CourseSpaces where an instructor could select different tools based on what they were trying to accomplish. Instructors want choices, and they want a variety of options available in order to meet their needs.

#### 4.5.2 TECHNICAL DIFFICULTIES AND TECHNICAL SUPPORT

All instructors expressed concern regarding the ability of all students to effectively access and use video programs and tools. Students may have problems accessing media-rich material such as video if they are located in a northern or rural area where broadband access is at a premium. These students may really want to participate in using this type of technology but their physical location places limitations on technological access and capacity. Furthermore, students may not grasp what tools are necessary for engaging in some video-related activities. When an instructor invited individuals to participate in a synchronous webinar regarding the completion of the final project for the MPA program, some students did not understand that they were required to have access to audio and video, or at least one of the two, in order to gain the full benefit of participating in the webinar.

Building on this, some instructors stated that they found there are some online students who are not comfortable with the technology associated with videos, or do not quite understand how the video technology works. An example of this that was given by an instructor was when you ask the students to film an introductory video of themselves and upload it, the process is usually quite simple for a student in their twenties who has a Smartphone or a built-in webcam on their computer and regularly uses this type of feature outside of their academic life. An older student may find this task to be more intimidating, or may not even know how to use a webcam, or own a smartphone with a video recording feature on it. An instructor is not likely to have the time to explain how built-in webcam works to all students who are unfamiliar with the technology. When the pilot project of peer engagement with the Mahara e-portfolios in the Social Work department was launched, the intention of the pilot was good, but it became clear that not all students were ready for this level of multimedia activity, and it was just way too much for some of them to be capable of doing. As much as instructors may think that multimedia activity like this is of significant value, some students may just be incapable of completing multimedia assignments.

There is a lack of information about how to most easily and efficiently upload videos to the CourseSpaces website. One instructor expressed her frustration with embedding video files into the CourseSpaces site, and stated that she can spend up to half a day trying to embed a video file into the CourseSpaces site without having the site crash. She also has to convert and shrink her files in order to make them small enough to embed, which also takes up quite a bit of time. Sometimes she needs to send her video files into the helpdesk and get them to convert it to a smaller file size, and then she has to wait to get it back before she can mount it on the CourseSpaces website. CourseSpaces can only host up to 120MB of video. This gives the impression that CourseSpaces is not very capable of hosting videos. Upon interviewing another instructor, it was found that there is a way to upload videos into a File Transfer Protocol (FTP) website. By uploading the videos on a separate server, the instructor can then create a link to this video by in putting the video URL into the Video On Demand (VoD) Wizard available through UVic's Media Services. The VoD then creates an HTML link that the instructor can then embed into their book tool on CourseSpaces and make it available for the students to click on. The video is then streamed from the FTP website, thus not taking up space in CourseSpaces. Because of this disparity, it is believed that either some departments have access to technology tools that other departments do not, or that this information about the FTP website has not been effectively shared with everyone. The instructor who either does not have access to, or is unaware of the FTP site availability is becoming frustrated for a reason that could be easily remedied.

One instructor expressed that calling the Help Desk was frustrating because often a solution or assistance was needed immediately, but the help desk could take up to two days to respond. She felt that there was a lack of information that faculty and staff could help themselves to, in regards to creating and editing videos or remedying problems, and expressed a desire for a type of directory that had tools ready to be accessed for different uses. Another instructor, who had access to a DE assistant internally within the Social Work department, said that on one occasion when the DE assistant was on holidays, she required help and tried to contact the Technology Integrated Learning Centre. This experience was not a positive one, as TIL redirected her to using the Social Work DE assistant instead, who was not actually available



at that time, hence why she was contacting TIL. It seems that there is confusion about who instructors should be contacting in order to get the most efficient assistance, or whether the help available is efficient enough at all. It may be that there is no central repository of information, or way for instructors to effectively connect and share what they know across departments, so some instructors are left wondering what they might not know about. Funding is also identified as an issue, as sometimes a department may have a DE assistant, and other times they may not, meaning that depending on whether there is funding to hire someone in this role affects who they need to be reaching out to for help.

#### 4.5.3 INTELLECTUAL PROPERTY

Three instructors mentioned that they have stored and hosted videos on a private YouTube site. The reasoning behind the private YouTube channel was that it was easier while still remaining inaccessible to the majority of YouTube users. Private channels can be constrained in order to ensure that only those with permission can access the channel and view the videos. When it was mentioned to one instructor that others were using YouTube for this purpose, they expressed concern over copyright material being on a non-university site. In total, three instructors expressed concerns over intellectual property rights, as video is original lecture material, and would want their videos and course information to be accessed within the confines of the UVic setting. When video is being accessed through CourseSpaces, it is limited to individuals with a NetLink ID and password, and these individuals cannot share the videos to their social media accounts, or send the link via email to those not registered in the course.

When guest speakers come to the university and they are recorded, they are asked to sign a release form, releasing that content to be used by the university, within the confines of the university. One instructor expressed that they were not aware of any similar policy for those employed by the university. It is unsure as to whether there would be any sort of limitations if, an instructor actively wanted to post information to YouTube that would be course-related, would there be any sort of repercussions, or would there need to be acknowledgement of releasing that information from the confines of the university. This can pose a problem for some instructors who may be interested in further exploring the possibility of creating videos that could be made available for public consumption.

#### 4.6 IDENTIFIED GOALS FOR FUTURE VIDEO USE

One instructor in the School of Health and Social Policy mentioned an interest in creating videos to multifunction as both course material as well as a tool to connect with other universities, and to act as a form of advertising for UVic. An example that this professor gave was short 1 minute clips produced by the University of Nottingham that took a popular subject or term, and then a had a professor speak about the topic in less than 1 minute to create a video that provided information that was relevant to the course topic, yet also displayed the type of topics and information that one could learn, should they attend the University of Nottingham. Given that most of the instructors interviewed mentioned using video material that was created by someone else, and found available online, it is understandable that there may be some interest in making certain videos available publically. Videos that are directly related to what instructors are doing in class, and what topics one could expect to learn about in these online programs could do a good job of advertising the programs for potential students, but there are the intellectual property rights of the video that would have to be considered. As was mentioned previously, three instructors interviewed expressed concerns regarding intellectual property rights of material related to their courses. Not everyone may be comfortable with having their video content or knowledge available outside of the university.

Some instructors want to get students more involved with multimedia and video creation. This was already attempted with the Mahara e-portfolio pilot project in the School of Social Work, which was met with mixed results. Students who elect to participate in online courses may all be at very different levels of understanding and using multimedia tools. As important as it is to push students out of their comfort zone, and as much as instructors want to move beyond standard academic text and embrace the value of multimedia, including video use, some students are just not capable. Finding a balance or finding a method of allowing the technologically capable students to use multimedia and assisting with those who are uncomfortable, through either tutorials or allowing them another choice of assignment, is a key point to consider when deciding to ask students to create their own videos as part of the courses.

Experimenting with optional video or multimedia assignments was something that three of the instructors interviewed for this project have done. A public administration instructor also cited privacy regulations as a barrier when it comes to getting students to create their own video content, as some tools that would be ideal or helpful in accomplishing this endeavor cannot be used due to the possibility of exposing students to privacy issues under the Patriot Act. Under the Patriot Act, the United States government can access information about citizens of other countries, including Canada, if the information is either physically contained within the United States or accessible electronically. (Frequently Asked Questions: USA PATRIOT ACT Comprehensive Assessment Results, 2006, par. 1) The issue at hand would be that if students were asked to use programming whose supplier is located in the United States, their information could be vulnerable to becoming obtained by US officials. According to this instructor, asking students to do this, and potentially expose their information to go against a university policy. If students are going to make their own videos, it needs to be simple and easy, as well as compliant with privacy issues and policies.

Three instructors identified that they hoped to make increased use of synchronous video tools for supporting their students. Instructors who are not using Skype or similar technology, such as Apple's FaceTime program, believe they will be incorporating this into their future course delivery. One instructor expressed that our conversation regarding Skype and Skype use had made her think about how she could aim to make better use of video messaging, as relying on teleconferencing services can be frustrating, and she already uses Skype in her everyday personal life. She also stated that Skype tends to keep one in the moment, whereas with a phone call, one can multitask or become distracted. Another instructor expressed that there has been a push towards using multi-person Skype technology for a course that they facilitate that holds a teleconference once a semester. He hopes to use Skype instead of the teleconference system for this course in an upcoming semester. A third instructor wanted to utilize Skype or a similar videoconferencing tool as a way for online students to give class presentations to everyone who is enrolled in the course, or even just personal presentations to the instructor.

One instructor wants to supplement the material of an upcoming course with a video of one of her colleagues speaking with regards to her expertise in a particular subject matter. However, exploring synchronous video as a part of courses may be a challenge for some departments. The School of Public Administration, for instance, has a policy in place prohibiting the use of synchronous components in core courses delivered in the online program. Another challenge identified as a result of synchronous video is timing. Synchronous sessions can be very time-consuming, and time is one commodity that all of the instructors interviewed feel that they never have enough of.

#### 4.7 HOW VIDEO CONTRIBUTES TO STRONG ONLINE PROGRAMS

Teaching online was described as a "Wild West" by one instructor, in the sense that there are many people teaching online without much oversight or guidance, meaning that there is opportunity right now to create courses from the ground up, without having to be too concerned about precedents that may have

already been set. There are a lot of tools out there, and a lot of different ways to deliver an online course. The online programs delivered at the University of Victoria are not a MOOC concept where the information is provided to the students and there is little chance for instructors to get to know each student individually. Instructors in online courses at UVic want to develop a type of closeness between students and themselves, as well as students and their peers, and they require the support of the university in order to create a meaningful course experience.

An instructor of social work related a story about synchronous video conferencing being a very helpful tool in order to accommodate online students with disabilities. She had one student who had identified challenges with written text. This student was given the option to present an assignment verbally, over Skype, instead of being submitted in the written form. This instructor felt that having that conversation in lieu of a submitted written assignment was a very positive experience for the student.

All instructors identified video as being an essential information source in their online courses, meaning that the information found in the video could not be garnered from other parts of the course, such as the readings. The videos were not supplementary or optional, meaning that the videos are intended to provide the students with something of value that they will not gain from the course otherwise. Whether it is the opportunity to hear someone speak that they would not have had otherwise, or simply the ability to feel as though they have human connection with their classmates and instructor, the videos are a mandatory part of the course because the instructors perceive them to be that important. Instructors who are now designing and redesigning online courses pay close attention to the perceived level of effect that a piece of information will have on a student.

## 4.8 PROGRAMS AND TOOLS CURRENTLY IN USE/MENTIONED

The following is a list of tools and programs that were mentioned during the interviews. While not all interview participants used all of the tools, at least one interview participant mentioned each tool or program in the list.

- Adobe Premier Pro is a tool used by post-production contractors in the Social Work department for editing purposes. Post-production contractors are individuals outside of the university who are hired on a by-project basis. If the university wanted access to this program, they would have to purchase a subscription license, as the post-production contractors were using this program through their own purchased license.
- Adobe Presenter is software used for synchronous web presentations, which is like an advanced version of PowerPoint and voiceover, containing other additional features such as an interactive quiz feature. An instructor mentioned that they enjoyed using this software when they had access to a free trial through the university. The university did not purchase a license after the trial run expired. In order to use this software, the university would have to purchase an institutional license to make it available to instructors.
- Blue Jeans is the video conferencing service made available to instructors at the University of Victoria through Video Services. It was preceded by Blackboard Collaborate and eLuminate.
- Camtasia is video-recording and editing software. The university, or a university department, would have to purchase a Camtasia license for instructors to use.
- Jing is free screencast and screenshot software, available for download from the Internet.
- PowerPoint is part of Microsoft Office Suite and can be used to create slideshows that include text, images, and audio. It is available on both Mac and PC.

- Skype is a free online video calling tool, and can be used to accomplish goals associated with synchronous video interaction
- Windows Movie Maker is a tool that allows for creation and editing of slideshows and videos, and is compatible with Windows PC. It is included with most Windows OS systems or is available for free download.
- YouTube is a publically available video-hosting website. It is possible to create private YouTube accounts.
- Digital video cameras and tripods are recording tools, usually used for more complex videos.
- Webcams that are either separate from the computer, or a part of the computer, are most often used for informal videos or Skype sessions.

## 4.9 CONCLUSION

Interview findings suggest that instructors who are using video are curious and eager to find new and innovative ways to engage with their students in an online setting. It is suggested that the biggest challenges instructors are facing in terms of further exploring and implementing video are a lack of, or disconnect, of support for video creation, inconsistent funding for video creation, and concerns regarding timing and assistance available to alleviate this burden. The majority of instructors are self-taught through a combination of trial and error, as well as using “Instructor Google” when it comes to video creation. The exceptions to this experience are those instructors who were able to create a video using the expertise of a Distance Education assistant, and an instructor who stated that due to commitments at other institutions, is able to access training materials provided by those schools in order to supplement her learning.

Despite the challenges identified, online education at UVic for the professional programs offered by Human and Social Development can be just as innovative and personal as the experience offered by the classroom. The drive to improve online course offerings is present in the schools of Health and Social Policy, Social Work, and Public Administration. These instructors desire to give students enrolled in these online courses an effective, interactive, and engaging learning experience. Creating and delivering these online courses can be just as time-consuming, if not more time-consuming, than designing and delivering an on-campus course. Instructors believe that using videos helps to make online courses more meaningful for the students. The possibilities for innovation in distance education are many, as can be seen by the variety of videos and video uses found in even this small sample size.

## 5.0 DISCUSSION AND ANALYSIS

The discussion section of this report will address the major themes that emerged during the interview sessions, with reference to what was determined through the initial literature review. The literature was found to have more of a focus on the different ways video can be used and the different tools that can be used in video creation. The negative video experiences described in the literature focused on levels of student engagement with video, experiences with technical difficulties for both students and instructors during video course delivery, and intellectual property issues concerning video creation. Additionally, much of the literature held the view that online course delivery could not deliver the same level of engagement as that of a classroom, which was discouraging to the purpose of the research. The interview findings were increasingly focused on the availability of training, tools, and assistance to instructors in creating and delivering meaningful video content in their courses. This section will offer a discussion of the findings from both sections in order to address the four primary research questions of this project:

- How do instructors use video technology to impart knowledge and establish social presence in online professional programs at the University of Victoria?
- What video technology tools are available to instructors for use in their online classes at the University of Victoria?
- What technology do instructors use/have instructors been using independently in order to create their own video materials?
- What challenges regarding video creation for courses are facing instructors at the University of Victoria?

Because there was a smaller sample size of instructors interviewed, the findings were mostly exploratory in nature to get an idea of how videos are used by individuals in the online professional programs in the School of Human and Social Development at the University of Victoria. The findings may not be applicable to all online instructors in the School of Human and Social Development, the University of Victoria in general, or the experience of online instructors at other Canadian universities.

### 5.1 VIDEO TECHNOLOGY IS USED IN A VARIETY OF WAYS

The most prominent theme in the interviews is that instructors use video in different ways and for different purposes within and across departments. Some instructors primarily work with guest speakers, while other instructors create voice-over-PowerPoint presentations, and still others work mostly with asynchronous webcasting tools. The literature implied that this might be an outcome, given that the literature review identified a large number of video types, much more than the number of video types identified in the interviews.

#### 5.1.1 SYNCHRONOUS AND ASYNCHRONOUS VIDEO

Both synchronous and asynchronous video tools were reported as being useful for online learning, in both the literature and in the interview findings. Synchronous learning in online environments is not always convenient, with one instructor reporting that though they held online tutorials, they still had to ensure that these tutorials had been recorded and uploaded online, making them available to students who were unable to attend the synchronous session (Kohorst & Cox, 2007, p. 194). In the interview findings, one challenge regarding synchronous video tools was identified by a public administration instructor, who stated that as far as they knew, it was against program policy to require participation in synchronous learning in online courses. It is unknown as to whether or not this policy is in place for other programs

within the university, but it would infringe on the ability of instructors to rely too heavily on synchronous programming to meet course expectations. Using tools such as Skype to provide support to online students, or using Blue Jeans video conferencing services to provide information sessions, in which there is no participation requirement, may be the extent of the ability to harness asynchronous video tools for online programs at UVic. Almost all UVic instructors identified Skype as a tool that they regularly used to keep in touch with students, especially for casual communication, using Skype in a way that is similar to holding office hours for on-campus students. One Social Work instructor expressed that while she does not currently use a video-conferencing tool such as Skype to interact with her distance students, she intends to think about using it in the future, as she currently uses the telephone to interact with her distance students and she finds that it contributes to multi-tasking, such as checking emails while on the telephone. This instructor believes that using a video conferencing tool could help make the interactions come from a more genuine place, where you are focusing all of your attention on the student, instead of just part of it. Using Skype like this was not covered in the literature review but was something that instructors at UVic either currently used or hoped to use in the future in order to keep in touch with students, and provide guidance and feedback.

Asynchronous video was a much more prominent way to use video, in both the literature and in the interview findings. Online students are seen as desiring a more flexible approach to education (Griffiths and Graham, 2009, p. 73), and asynchronous video meets this need more efficiently than synchronous video. Asynchronous video is easily controlled by the student, and they can watch it more than once, or just watch certain parts of the video if they require revision of particular aspects of a topic ((Zhang et. al., 2006, p. 18). Apart from Skype all of the video tools used by instructors took the form of asynchronous videos, or had the capacity to be delivered in an asynchronous way, such as recording Blue Jeans video conferences and making them available online to students who did not participate in the synchronous session. These videos were either voice-over-PowerPoint or “talking head” style videos. The “talking head” videos were either informal, serving as a way for the instructor to provide a wrap-up and review of what had been covered that week, or they were guest speaker style videos that the instructor had created for their course. All of these videos could be viewed more than once, and instructors could film them on their own schedule, and not have to worry about being prepared for a synchronous session at a particular time.

### 5.1.2 SOCIAL PRESENCE

By choosing to use video to provide course information, the intention is to also foster a sense of connection between students and their instructor. In the literature, students responded well to informal videos provided by their instructors. When viewing these videos, the students feel like there are more visible emotions and the tone feels more conversational, making it easier for them to feel as though they had fostered a real connection with their instructors (Borup et. al., 2014, p. 243-244; Mandernach, 2009, p. 13). Students in the Mandernach study expressed feeling as though they had a sense of their instructor’s personality, or that they felt as they really knew their instructor. Identifying this type of connection fits the definition of social presence as used for this study, where open communication and emotional interaction played into how the students felt about their instructor (2009, p.13). Similarly, students in the Borup study found it was easier to perceive their instructor’s emotions over video feedback, stating that facial expressions, tone of voice, and body language all played a role in this interpretation. Video feedback was seen as a more authentic expression of emotions from the instructor than text feedback (2014, p. 242). In the interview findings, instructors participated in similar informal videos, such as filming weekly wrap-ups, or filming introductory videos in their courses to help the students get to know one another, as well as help the students get to know their instructor. Introductory videos allow for students in online courses to hear one another’s voice and see their face. In an on-campus setting, students may get to know one another more personally than students in an on-campus class due to the fact that they may talk before or after class, and create relationships with one another that

have more components than just discussing course content with one another. There is an understanding that video does more than just provide course content to students. Video goes beyond content provision and moves into the territory of providing students with something that they may feel that they are lacking as an online student. It puts a face to the name of the instructor and lets them know that their instructor cares enough about them as a group and as individuals, to create something that is intended just for them. Informal Skype sessions also achieved this type of connection, though it is not a part of the formal learning process. When a student is on-campus, they gain from the informal aspects of the learning environment, such as being able to speak candidly with their instructor during office hours. Skype sessions can replicate that candid interaction and help a student to feel a connection with their instructor. Video can really be a tool to change the face of online education in order to make it more interactive and engaging for students. Instructors who were interviewed referenced the traditional modes of distance learning, where readings were assigned, and the student would hand in one or two papers, and that would be the end of the course. The instructors who were interviewed are seeking to change from this model and harness technology like videos in order to bring online learning forward, and make the experience more engaging and enjoyable for online learners.

### 5.1.3 IMPARTING INFORMATION IN ENGAGING WAYS

In one study where webcasts were used, 66% of students felt that lecture webcasts were as good as going to class (Traphagan, Kucsera and Kishi, 2009, p. 33). This is a positive indication that video tools can help instructors to accomplish things that would be more difficult or impossible to do over distance via text-based information. In terms of content and information video is a good way to demonstrate something to viewers, who may not have a chance to observe or experience it in reality. Examples that were given in the literature review were observing filmed patient interactions in psychology courses (Parkin & Dogra, 2000), observing fellow teachers in training in the classroom (Choi and Yung, 2011), and watching native speakers interact in a foreign languages course (White, Easton & Anderson, 2000). In the interview findings, instructors reported using videos as a way to bring guest-lecture type experiences into the online sphere. One instructor filmed individuals who were able to speak to experiences that she knew her students would not have been able to meet with in real-life. These videos demonstrated the lived experience, as the person who is speaking to the camera has that real-life experience to bring to the lesson. These videos make dry topics more interesting, or serve to facilitate discussion or open the minds of the students to a new concept or way of thinking. These videos achieve a level of connection that the instructor believes cannot be replicated in print, the way it is beneficial to bring in a guest speaker for a live class when possible. Video may not be able to perfectly replicate an on-campus experience, but it can bring elements that are valuable to on-campus courses to online students in an engaging and captivating way.

## 5.2 INSTRUCTORS ARE PRIMARILY SELF-TAUGHT AND USE EASILY ACCESSIBLE EQUIPMENT AND SOFTWARE

The literature did not provide a great depth of information regarding the type of support instructors received for video creation. While there was mention of instructors using campus-provided resources, such as audio-visual services for editing purposes (Parkin & Dogra, p. 570), this was an area where a literature knowledge gap was identified. Very little information was given in the literature regarding how instructors had learned to use the tools that they were promoting in their studies, and if they mentioned particular tools, it was not specified as to whether or not these tools, be in equipment or software, were purchased with personal funds or were accessible through their university.

Instructors from the university often reflected that the tools that they were able to use were primarily limited to what the university had on hand, or programs that came pre-installed on their computer. Some of the tools that are available were found to be very satisfactory and met all of the needs of the instructor in that particular circumstance. An example of this is the Blue Jeans conferencing software used by one of the Public Administration instructors to hold chats involving multiple users in order to deliver tutorials regarding how to get started on a Master's project or thesis. However, other instructors did not use any sort of specific tool provided by the university, and relied on tools such as Skype or Microsoft PowerPoint to create slideshow-style video presentations. In the interview findings, an appendix of tools was compiled and is available in Appendix 1 of this report. Upon closer inspection of these different types of software, it was found that the majority of these tools were either free to download from the provider's website, or they were tools that often came pre-installed on either Windows or Apple operating systems. The remaining tools that did have a cost associated with them often had professional or academic licenses that could be purchased, which may indicate that the instructors in the literature who used these tools were likely using them due to a license held by their university or department, making the tool free for them to use.

Instructors do not appear to have time to use complex or difficult to learn tools; and those who do have likely put an extensive amount of their own time into learning how to use these tools. When creating videos, many instructors said they first turned to Google in order to try and figure out what they should be doing to create and edit videos. One instructor described the process as a sort of 'trial and error' experience. If instructors did receive help or guidance, it was usually from other instructors in the department who might have a bit more technological know-how regarding video creation and editing. Only instructors from the Social Work program reported having access to a technical support person, or Distance Education (DE) assistant. This assistant seemed to be on-hand to provide either one-on-one training for instructors wishing to create videos, but this type of assistance was not always consistently available. Whether or not a DE assistant was hired was dependent on the availability of funds in the department. From this, one can conclude that relying on a DE assistant's expertise is not a practical or realistic solution for instructors in the Social Work program due to the fact that this type of assistance is sporadic at best.

### 5.3 INSTRUCTORS FACE AN ASSORTMENT OF CHALLENGES

When creating and uploading videos, instructors can experience a variety of challenges, including addressing technological challenges, time management, intellectual property rights, and acquiring funding for video-related activities, such as training or software programs.

#### 5.3.1 TECHNOLOGICAL DIFFICULTIES

Technological difficulties were an issue identified in both the literature review, as well as the interview findings. The literature indicates that when technical issues arise, the message and meaning of the video can be lost in the fray. Students get frustrated with the video's failure to work, and instructors may experience a delay in getting the video to work again. If this occurs too often, or if the student is consistently having problems getting the video to operate correctly, the student will have a negative experience with the video and will experience a lack of reception towards the video material (Hartle et. al., 2005, p. 901). The literature also indicates that students will be likely to expect their instructors to provide a remedy to these technical issues (Anderson et. al, 2001, p. 3). The interview findings confirmed that this is still an expectation in the present day, with instructors reporting that efficacy of content, or how much the students pay attention to, and absorb, the information being delivered is dependent on the ability of the instructors to address student concerns and respond to technical glitches and delays in a



timely manner. Instructors expressed that students were more likely to abandon information that was experiencing a technical glitch. Students become frustrated and expect that their instructors will be able to fix any sort of issue that they may be experiencing in accessing the online information through CourseSpaces, whether it is video content or something else entirely. Instructors may not have the technological know-how or ability to correct all problems, but the more they know, the more likely it is that an instructor will be able to implement a work-around such as emailing the video content, or providing new links to the information, or extending deadlines if needed.

The literature did not elaborate much on the availability of technical support to instructors at universities, and mostly spoke to the negative effects that technological delay could have on student engagement and learning. However, in the interview findings, concern regarding access to help for technical support was prominent. Instructors stated that they felt support was slow and not always reliable, with one instructor stating that the issue with multimedia is that it needs to be resolved almost immediately, but the AV HelpDesk currently takes up to two days to respond to inquiries. Additionally, if you have a DE assistant in your department, it appears that you are expected to go to them instead of TIL for technology-related issues. The problem with this is that the DE assistant is not always available, and sometimes there is no budget for a DE assistant at all, creating an atmosphere of confusion where instructor requests are denied or take longer to address, due to a lack of awareness about who is truly responsible for addressing the problem. Instructors are frustrated by these things and are vocal about the need for more consistent and efficient assistance on the technological side of things, especially when it comes to uploaded videos. However, if you are an instructor who is using the Blue Jeans program at the University, the AV department is very helpful when they are physically on-hand to address glitches and problems that may come up in real time with the video conferencing tools. However, only one instructor stated that they had experienced the AV department's assistance when needing to upload video. This instructor stated that when they struggled with the size of a video, they would send it to the AV Help Desk, who would convert it to a smaller file size, and then send it back to the instructor for them to mount on Course Spaces. However, this process can be very long and frustrating, as this instructor had experienced trying to upload the converted file, and finding that it was still too large for upload. It is unclear as to whether or not the AV department helps with direct video uploads. This indicates that the issue is either one of communication, or one where there are too many requests being made to Help Desk for them to address in a timely manner.

### 5.3.2 DEDICATED TIME FOR TRAINING AND CREATING VIDEOS

The literature did not address whether there was issues with dedicating time to create videos. The closest the literature came to addressing the issue of time spent on creating videos was when librarians at York University decided to dedicate a year of time and a substantial amount of funding to creating static videos (Majekodunmi & Murnaghan, 2012, p. 4 -5). This seemed to have been possible due to grant funding and being given approval to go ahead with the creation of these videos as a part of their job duties for that year, making a comparison to what the instructors at UVic experience not possible. In the interviews, instructors expressed that finding time for video creation was largely on their shoulders, whether they were a teaching instructor or a research instructor. Often there was no available help for editing video material, and instructors may end up spending more time editing and teaching themselves how to use editing tools than they feel is a productive use of time for the pay-off. It was reported in the interview findings that there was no dedicated course development time to learning how to create and edit videos and that it was often done "off the side of the desk" and that there was not very much incentive for either research or teaching instructors to be creating videos for their courses. One SPA instructor even stated that they regularly use tutorial information provided by other universities that they have been contracted to teach at. This indicates that the developmental needs of instructors at the university are failing to be met. Many instructors expressed that there were interesting things that they wanted to experiment with in the realm of video, but they simply lacked the time to be able to dedicate to pursuing such things.

### 5.3.3 INTELLECTUAL PROPERTY RIGHTS

In the literature, one instructor created podcasts about their course material that proved to be so popular, it was being shared with students outside of the course, and eventually, with individuals who were not a part of the university community at all (Bongey, Cizaldo, and Kalnbach, 2006, p. 355). In this case, the instructor appeared to be pleased that their material was so popular outside the realm of the university, but the findings in the instructor interviews presented differing points of view regarding making videos accessible to individuals outside of the course. Some instructors were concerned over what the implications could be for themselves if their videos were available publically. One instructor expressed that when individuals do guest lectures, they sign a release form, but there is no such release form for instructors employed by the university. An example of the release form used by guest lecturers can be found in Appendix 3. One interview finding was that there were instructors who were unsure as to whether or not an instructor's created material belonged to them or if it belonged to the university. A similar form could release the instructor's material to the university, or certain faculties within the university, or even releasing it to the university to be used publically.

Another instructor stated that some videos created for courses could also serve to double as advertising for the university. In the case of the podcasts previously mentioned, these lectures spread to other universities, allowing for the material to serve as a way to connect with other individuals in the field, as well as captivate a wider audience who then may be more interested in what type of programming the university has to offer. In order to advertise UVic through videos, selecting some material to be available from courses in this way may prove to be beneficial from a marketing standpoint. However, the concerns about intellectual property rights would likely still apply in this situation. These contrasting ideas and concerns suggest that there is a need for clearer policies, information, or release forms regarding intellectual property and repercussions that the instructor might have to be concerned about, should they decide to make this type of multimedia available for public consumption.

### 5.3.4 FUNDING FOR VIDEO DEVELOPMENT AND CREATION

In the literature, funding for video creation was a topic that was not mentioned very often, save for one instance where a series of videos about library technology were created using a large sum of grant money (Majekodunmi & Murnaghan, 2012, p. 4 -5). This use of grant money for these videos was later found to be an ineffective use of funding, as the videos were only going to remain relevant for as long as the library technology was relevant, proving that updating the videos would again be time consuming and costly. Access to funding for video creation seemed to vary amongst programs in the interview results. For example the School of Social Work has had a DE assistant in the past, while other programs have not had access to this type of support. However, even funding for a DE assistant is not consistent, and Social Work instructors have said that it all depends on whether or not there is money in the budget to hire an individual to fill this position. Furthermore, some videos produced for use in Social Work classes have cost money, and these videos are not produced consistently, but rather are made whenever there is a spare amount of money in the budget to contract out the editing services. The videos that are made using these editing services are videos that the department can continue to reuse each year for a particular topic in the course, because funding may not always be available to update the content.

Outside of the School of Social Work, no other instructors mentioned having access to funding for video creation. One instructor mentioned that when she films guest speaker pieces for use in her courses, it costs her lunch, which comes out of her own personal expenditure. Another instructor mentioned that when filming guest video pieces, she often drove to meet the individuals, requiring that she spend money on gas. Apart from monetary cost, the other cost for instructors is time. All of the instructors interviewed

mentioned time as being a significant cost to their ability to be able to produce videos for their courses. By spending money to delegate the task of compiling and editing a video to someone else, instructors are able to save time, and are able to provide video content that they feel adds value to their course. There is a need for more information about funding available to produce videos. By having consistent funding for video creation and development, instructors would not have to be concerned about whether or not there was money available to pursue certain video projects that may be time sensitive. Additionally, by providing funding that may be used to hire a DE assistant on a consistent basis for certain departments, instructors will not have to be as concerned over the time cost to them when it comes to creating videos. One instructor described video creation as being something that was done “off the side of the desk”, meaning that it was not something that was contained within the duties of what they had been hired to do. This indicates that video creation and production may be limited due to the time it costs instructors. A DE assistant may relieve some of that time cost, enabling instructors to create more videos, and thus provide more of the content that they would like to be able to share with students in online settings.

## 5.4 CONCLUSION

As found in the literature review, there are many different ways to use video in order to provide something through an online medium that is richer than that of written text for students. The literature provides a very comprehensive and extensive overview of the different ways in which video can be used and for what purposes. It is helpful in determining what sorts of videos are beneficial in what types of circumstances. From the literature, it was also possible to collect a large list of different software and programs used by instructors in the area of video creation.

The other side of instructor experience with video was not highly or extensively examined in the literature. This is the part of the experience that includes how instructors learned to create these videos, and what sort of technical support they receive from their learning institutions, including troubleshooting as well as professional development in the area of video creation and editing. This discussion addresses this gap by discussing the support aspect of video creation in the specific context of the University of Victoria. The following and final chapter will conclude this report by expressing recommendations for the university’s professional education programs based on the discussion here.

## 6.0 RECOMMENDATIONS AND CONCLUSION

One of the purposes of this report was to develop recommendations for the School of Public Administration in order to enhance their online programming through the use of videos. The findings indicate that there are many different avenues in which support could be provided to the instructors in this program. The purpose of this chapter is to provide these recommendations for the School, in hopes that instructors will feel a greater sense of support for video creation, and that this support will help to create a stronger, more modern online program option for the School of Public Administration.

The following recommendations must be considered while keeping in mind the limitations and challenges of this project, as was identified and discussed in the methodology section of this report. Findings have not been compared against the School's budget or internal policies, making the ability of the School to implement these recommendations unknown to the researcher. The researcher has made these recommendations under the assumption that the School is actively seeking to improve the access to resources to improve video creation and make it easier for instructors to engage in video creation.

### 6.1 RECOMMENDATION 1: CREATE PROGRAM-SPECIFIC TUTORIALS AND TRAINING MATERIALS

The research indicates that instructors regularly turn to Google in order to patch together a self-taught understanding of how to best go about creating and editing videos for use in their online courses.

The School could look into creating tutorials about how to create the most basic types of video in an efficient and timely manner, making these processes streamlined and the tools recommended compatible and straight-forward to upload to CourseSpaces. The videos could all be located in an easy-to-access place on the UVic website. These tutorials could span from creating informal introductory videos, to well-executed voice-over PowerPoint presentations. Another tutorial that could be created would focus on how to upload videos effectively for streaming, using the GoMedia platform. Some instructors may not be aware that there is an option for streaming video, or may not be aware of how to properly embed a streaming link into their CourseSpaces pages. All of these tutorials could be created by looking into acquiring funding in order to hire UVic students with a bit of multimedia and video know-how, or by contracting out the work to a technology assistant to create these tutorials on a set budget for a set amount of time. These tutorials would also provide a jumping off point for instructors who teach online, but have yet to really harness video tools as a part of their online course delivery. Tutorials can help instructors to know how to best provide efficient and effective student support when there are technical difficulties. Troubleshooting tutorials could be created alongside the ones that demonstrate how to do these tasks with videos so instructors could also learn how to address technical problems on their own. The combination of not having enough time, or any dedicated time to create videos, with that of the lack of training materials and the fact that the majority of these instructors are self-taught, appears to indicate that there may be a population of instructors who are wishing to create video, but perhaps do not even know where to begin. These tutorials could serve as a good foundation for these instructors who are taking their first steps into the world of video creation. By having these tutorials, it will help enable all instructors to create video for their online courses, allowing for the School of Public Administration to more easily set updated base expectations of what an online course should provide to the online cohort.

The School could also look into providing training sessions for instructors on particular tools, such as Camtasia. Though it appears that the university holds a Camtasia license, very few instructors appear to take advantage of Camtasia. Whether or not this is because instructors do not know how to use Camtasia,

or do not like to use Camtasia, is unknown. By providing tutorials for using Camtasia, all instructors would be versed in the same program for video creation, eliminating the issues that might result from being trained on Apple or PC specific programs. Instructors will be able to help one another if needed, or they will know that if they face an issue, there are other individuals trained on the same program that they can use as a resource.

These tutorials and training sessions may also serve to address the issue of who is responsible for developing video content. Teaching and research<sup>6</sup> instructors both appeared to believe that creating video course content was not necessarily their role. Research instructors found that creating the video content was not something that they had been hired to do by the university, as it cut into their research time. There was no time set aside for them to engage in course creation, and thus whenever they were creating videos; it was really being done on their own personal time, like an extra task on top of everything that they were already taking on. On the other hand, teaching instructors felt a lack of motivation to invest an extensive amount of time in creating video content for a course that they may not even be responsible for the next time it is offered. It is important to more clearly establish time for video creation for any instructor who wants to engage in creating this type of content.

## 6.2 RECOMMENDATION 2: BETTER COMMUNICATION ABOUT OFFICIAL VIDEO USE

Clearer communication and established policies regarding privacy and intellectual property rights are required in order for instructors to be comfortable using their videos in the way that they wish. Currently, there is a sign-off form in place for individuals who are from outside of the university who agree to be filmed as a part of a class, or for the purpose of being used in lecture material by an instructor. This form releases the material to the university for uses agreed upon by the participants and outlined in the form. There is nothing similar in place for videos that are created by instructors, which leads to the question of to whom does the course material really belong. In the interview findings, some instructors indicated that they would wish to share their videos publically, almost as a form of advertisement or demonstration of what types of courses they have on offer in their department, while others are very adamant about wanting their course information to remain private and not accessible for anyone outside of the university. It seems that there are a variety of opinions circulating about how and when, if ever, course materials should be shared publically. Further to this, some instructors may be comfortable sharing materials with colleagues within the department, but do not want the material to be publically available, whereas the instructor using their materials may have different ideas regarding privacy. Instructors want to be able to share ideas with one another, but also want to ensure that their content remains their own, and is used only in ways that they feel comfortable with.

Instructors should know who has the right to share their course material and whether or not there are any protections in place for them, should they wish for their materials to remain private. Additionally, while some instructors may be open to sharing many types of materials and others may desire not to share anything, there may be some instructors who are somewhere in the middle of these two opposing viewpoints. Instructors might want to be able to share materials within their departments or within the university. There need to be avenues for them to do this safely and securely, without having to worry about compromising their intellectual property rights. In addition to this, instructors who want their course materials to be accessible to the public and to perhaps be used as a way to market their program or connect with other professionals in the field, should also have access to assistance that can show them

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<sup>6</sup> Research instructor is the title one associate professor used to describe their status as an instructor who is expected to take sabbaticals and complete ongoing research for the university.

how to do this in a secure way. Not all instructors want to be able to use video for the same purposes, and the support available to them should reflect that.

### 6.3 RECOMMENDATION 3: PROVIDE OPTIONS FOR DISCUSSION AND CLARITY

From the research, it was evident that many of the instructors across the Faculty of Human and Social Development experience similar problems when it comes to creating and uploading videos in their online courses. Many instructors used video in similar ways, and some stated that, in addition to being self-taught in video creation through Google, they also sometimes sought out the help of other department members for assistance with video creation. However, there was little discussion of cross-departmental collaboration or assistance.

By increasing the collaboration and discussion of video creation across departments, individuals would be able to begin an ongoing dialogue about new tools and methods to use with creating and editing videos. More than one instructor stated that they had created videos that they believed could prove to be useful to instructors in other courses. If instructors were able to communicate and use a video that had already been filmed for another course, they may be adding to the enrichment of their own course delivery. Facilitating video sharing across departments can help to further create this community of learning from one another. Within the interview findings, one instructor discussed at length an issue they had regarding uploading video into CourseSpaces due to file sizing limitations. A different instructor addressed that very issue, when they spoke to the benefits of video streaming and discussed how to properly prepare a video for streaming. This demonstrated that there is a need for instructors to know who else might be involved in video creation at the university, in order to create a community to be used as a resource.

Creating a video bank that could be accessed by any member of the faculty would be one way to facilitate this type of collaboration. Instructors could browse the video of their peers, and use viewing these videos as a learning experience. They may discover new ways to use video in a course, or get ideas and inspiration regarding editing or video layout. They could possibly request to either use the video in one of their courses, keeping in line with a suggestion made by one instructor during the interviews, which was that they had quite a few 'guest speaker' type video clips that they felt would be of beneficial use to instructors in other departments beyond their own. Now with the upcoming pilot of the UVic GoMedia project, it might be feasible to see how instructors can share and make use of one another's material, and whether this is an avenue worth pursuing further, or even creating a similar video initiative limited to instructors from HSD who want to participate.

### 6.4 RECOMMENDATION 4: CONDUCT FURTHER RESEARCH

Not very many tools were discussed in the interview findings, while the literature review identified a multitude of different types of tools and software to be used for video creation and editing purposes. Further research may be needed regarding which type of tool is best in order to meet the current needs of SPA instructors. What needs are not currently being met through the tools that are currently available? What future needs could be projected based on the results that were obtained in this report about how instructors hope to use video in the future one day? These are all questions that could be answered by conducting further research into what instructors feel that they need in a tool. Currently, it would appear from the combination of a small sample size that responded as meeting the criteria for participating in this study that the technological capabilities and know-how of the SPA instructors is not high.

If tools that were free, as well as ones that require a license were researched, an easily accessible information page regarding free tools that were available for download over the web could be created and circulated or posted online to instructors who might be seeking to create a certain kind of video. A preliminary list has been created in this report, and is contained in Appendix 1. Further research into the efficacy of these tools could be carried out through testing the tools and seeing which ones perform which function best. The list of tools could be narrowed down to which tool is most ideal for performing specific functions, and these tools could be ready for an instructor to access and download through the click of a link online. Conversely, tools requiring a license could be compared for how user-friendly they are, through tests on groups of students or instructors. Instructors expressed a desire for tools to be streamlined, so that everything related to video creation and troubleshooting was in one accessible place, such as a menu with a range of options to pick from, depending on what you were looking to accomplish. At this point it is clear that instructors feel as though they are lacking access to tools or knowledge, or that they wish to accomplish specific things with video but don't know how to go about doing so. This research could address these issues.

## 6.5 CONCLUSION

This report has shown that instructors are increasingly embracing video technology as a method of imparting knowledge and information in an online setting. Instructors see the benefits of using video as extending beyond the confines of information delivery and enabling instructors to be able to use video as a way to establish social presence in online courses to facilitate personal connections between themselves and the students. The report has shown that in order for video to be an effective learning tool, instructors must have access to video creation technology, as well as access to technical support and instruction.

The literature review focused on the types of video technologies and programs being used in online courses, as well as what results in student learning are achieved through using videos. Both benefits and detriments to using video technology are outlined in the literature. However, the main conclusion that the literature draws is that there is a wide range of video technology and video tools can be used to achieve many different educational goals in an online setting. The instructor's perspective on barriers to creating video was largely absent in the literature review, as well as how video technology may play a different role in the online classroom than it does in an on-campus setting. This gap was addressed in the research findings.

The primary research conducted for this report determined that some instructors at the University of Victoria are actively creating and uploading videos as a part of their online curriculum but feel as though they are lacking in guidance and access to information and funding in order to create the videos they want. All instructors identified an interest in using video in more ways than what they were currently doing. This report compared and contrasted the literature review with the research findings and formulated recommendations based off of these assessments in order to provide guidance for moving forward with increasing and improving the School of Public Administration's ability to provide support for instructors who wish to create and develop videos, with the ultimate goal being that of adding value to the online Master of Public Administration program.

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## APPENDIX 1: TOOLS REFERENCED IN LITERATURE/INTERVIEW SESSIONS

### *Adobe Captivate*

<http://www.adobe.com/ca/products/captivate.html>

Adobe Captivate is an eLearning platform that promotes itself as device-aware, allowing students to efficiently and effectively access Adobe Captivate content on a variety of devices. Adobe Captivate delivers PowerPoint presentations in an interactive setting, allowing for different programming options to be undertaken by the instructor. Pricing for Adobe Captivate starts at \$299 for those employed in the field of education.

### *Apple GarageBand*

<https://www.apple.com/ca/mac/garageband/>

Apple GarageBand is an app available for both iOS units (mobile) and desktop/laptop computer. GarageBand can only be used for creating and manipulating audio files, particularly music. GarageBand costs \$5.79 for download from the Apple Store.

### *\*<sup>7</sup>Audiograph*

AudioGraph was a multimedia program that was downloadable for free from the now-defunct nzesoft.com website. It recorded presentations and then made them accessible over the Internet through a plug-in tool.

### *AuthorPoint Lite*

<http://www.authorgen.com/authorpoint-lite-free/powerpoint-to-flash-converter.aspx>

AuthorPoint Lite is a PowerPoint presentation sharing tool that eliminates the need for email attachments. Users can upload their presentations to their AuthorStream and share the link with the intended audience. AuthorPoint Lite is free to download.

### *\*Boxmind*

Boxmind was an e-lecture hosting and sharing site that was publically accessible to anyone.

### *CamStudio*

<http://camstudio.org>

CamStudio is able to record all screen and audio activity on a computer screen, and is capable of turning these recordings into a video that is capable of being either streamed from a host site, or downloaded. CamStudio is a free tool, available for download at its website.

### *Camtasia*

<http://www.techsmith.com/camtasia.html>

Camtasia is a video-recording and editing software owned by TechSmith. Videos can be created and easily saved or shared through email, or a hosting site such as YouTube, or TechSmith's hosting site, screencast.com. Camtasia retails to individual users for an initial cost of \$299.00 USD, and upgrades to new versions are made available for a fee. Discounts are available for those intending to use Camtasia for educational purposes. Camtasia can be bundled with SnagIt for a reduced total fee on both tools.

### *Centra*

<http://www.saba.com>

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<sup>7</sup> Asterisk denotes a now-defunct tool.

Centra was/is an online collaboration tool created and distributed by Saba, a collaborative cloud based talent management program. Centra had a web conferencing tool available through its platform. Centra seems to no longer be a program offered by Saba.

#### *Coursera*

<https://www.coursera.org>

Coursera is a free open platform that shares access to online courses around the world. Coursera is a platform that follows the MOOC style of online education.

#### *Edirol*

<http://www.roland.com/products/r-09hr/>

Edirol was an MP3/WAVE recording device that is now known as R-09HR and is distributed by Roland Electronics.

#### *EdX*

<https://www.edx.org>

EdX is a free online hub that hosts courses that have been developed and made available to anyone by universities across the world. EdX is a platform that follows the MOOC style of online education.

#### *Illuminate Live/Elluminate/Wimba*

<http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate.aspx>

Illuminate! and Wimba have both been absorbed the company Blackboard. The current versions of these tools are now known as **Blackboard Collaborate 12.5**. Advertised as a collaborative learning platform designed for education, Blackboard Collaborate 12.5 provides services for web conferencing, mobile collaboration, instant messaging, and voice authoring. This tool is licensed out to institutions.

#### *FullShot*

<http://www.inbit.com/fullshot.html>

FullShot is screen-capture software that allows for screenshots to be edited and placed into presentations. This screen capture software is advertised as being effortless and effective and is available to individuals at the standard starting price of \$49.99 USD.

#### *HyperCam*

<http://www.hyperionics.com/hc/>

HyperCam captures the action taking place on your computer screen and also allows for you to add sound and voice clips using your microphone. HyperCam is free to download.

#### *iSquint*

<http://www.macupdate.com/app/mac/19769/isquint>

iSquint is software that can convert any video to be played on an iPod. iSquint is free to download.

#### *Khan Academy*

<https://www.khanacademy.org/about>

The Khan Academy is a free online hub for courses covering a wide variety of topics that anyone can access. Khan Academy is a platform that follows the MOOC style of online education.

#### *Knowledge Media Institute*

<http://kmi.open.ac.uk>

The Knowledge Media Institute is an OpenUniversity technology project that is focused on sharing of information via multimedia as well as the development and use of multimedia for education purposes. Anyone can access the Knowledge Media Institute.

### *Learning Tube*

<http://edutube.org>

**EduTube** is a free online video platform that hosts educational videos. Anyone can search and stream EduTube videos for free.

### *Macromedia Breeze*

<http://www.adobe.com/resources/breeze/meeting>

Macromedia Breeze is now known as **Adobe Connect 9.3**. This tool is used for real-time meetings over the Internet.

### *Macromedia Authorware*

<http://www.adobe.com/products/authorware/>

Adobe is currently in the process of discontinuing Authorware, a tool used to create interactive e-learning applications that are compatible with PowerPoint slides.

### *Madcap Mimic*

<http://www.madcapsoftware.com/products/mimic/>

MadCap Mimic is screen capture software that allows you to create slideshows, presentations, software tutorials or videos. A lifetime subscription to MadCap Mimic costs \$398 USD, or a twelve month subscription costs \$199. It is possible to acquire a multi-user license.

### *Matterhorn*

<http://opencast.org/matterhorn/>

Matterhorn is a lecture capture and video management tool that can be used to record live lectures and then uploaded for distribution. It can be customized and edited to include searches and slide-based previews for viewers in its user interface. Matterhorn is free to download and use.

### *Media Site Live*

<http://www.sonicfoundry.com/mediasite>

**Media Site Enterprise Video Platform** is a tool owned by SonicFoundry that provides the ability to capture, manage, and deliver video with ease. It can capture the delivery of lectures in a room or it can capture content on the screen. This tool is licensed out to institutions.

### *\*Microsoft Producer*

**Producer for PowerPoint** is a program add-on to older versions of PowerPoint that allows the user to embed audio and video into their PowerPoint presentations. This add-on is not needed for newer versions of PowerPoint.

### *Microsoft Sound Recorder*

Microsoft Sound Recorder is part of the in-built software included in Microsoft PCs. You can record sound and then save it as an audio file for later use.

### *MovieMaker*

<http://windows.microsoft.com/en-ca/windows-live/movie-maker>

Windows Movie Maker allows a user to combine photos and videos with audio to create slideshows and movies. The user can edit their movies in a variety of ways and can also publish the movie online. Windows Movie Maker is only compatible with the Windows operating system for PC and is sometimes included in the Windows Essentials download packages or can be downloaded separately from the Windows website free of charge.

### *PhotoStory*

<http://www.microsoft.com/en-ca/download/details.aspx?id=11132>

PhotoStory is an application available for Windows operating systems and allows for the user to create a slideshow of photos with the option of adding audio voiceover. PhotoStory requires Media Player 10 in order to work.

### *Plotagon*

<https://plotagon.com>

Plotagon is software that allows for students to create animated videos in order to tell stories or express ideas. Plotagon is free to download for Mac and Windows PCs.

### *PowerPoint*

<https://office.live.com/start/PowerPoint.aspx>

<https://products.office.com/en-us/buy/office>

Microsoft Power Point is available for both PC and Mac operating systems and is a part of Office 365 for download to a laptop or desktop computer. Power Point can also be accessed online through a Microsoft account, in order to share PowerPoint documents in the virtual cloud, as well as work collaboratively with others on presentations.

### *ProfCast*

<http://www.profcast.com/public/index.php>

ProfCast is a lecture recording and publishing tool that allows an individual to record their lectures as they give them and integrate the recording with lecture slides. ProfCast retails from \$59.95 for personal use or from \$29.95 for academic use.

### *!Quick Screen Recorder*

<http://www.etrusoft.com/screen-recorder/>

Quick Screen Recorder is a screen capture tool that records all screen activity, including cursor movement, menu selection, opening programs, etc., into a media file. Quick Screen Recorder also has the capacity to record audio alongside the screen capture. Quick Screen Recorder software starts at \$25.00, and other add-ons and features, along with more advanced versions, can be purchased as well.

### *Quicktime*

<https://www.apple.com/ca/quicktime/>

Apple Quicktime plays audio and video files on Mac operating systems and is often included in Mac computing systems, or can be downloaded for free on the Apple website.

### *RealPlayer*

<http://www.real.com>

RealPlayer is downloadable for free for both Mac and Windows computers, as well as mobile devices such as Android and Kindle. RealPlayer allows the user to record, play, and share videos. With the cloud feature, users can easily transfer and access videos between multiple devices.

### *\*RealServer*

<http://www.realnworks.com/products-services/helix.aspx>

RealServer was a streaming software program from RealNetworks that provided pre-recorded and real-time events over the Internet.

### *Skype*

<http://www.skype.com/en/>



Skype is a video-calling system that connects users through video chat for free. Skype for Business allows for up to 250 users to participate in a conference video call for a price of \$2.10/user/month. Skype also contains a screen sharing feature that can be used to show things on a user's screen to the other user that they have called via Skype.

#### *SnagIt*

<http://www.techsmith.com/snagit.html>

SnagIt is a screen-capturing and editing software owned by TechSmith. Content can be edited, recorded, and easily saved or shared. SnagIt retails to individual users for an initial cost of \$49.95 USD, and upgrades to new versions are made available for a fee. Discounts are available for those intending to use SnagIt for educational purposes. SnagIt can be bundled with Camtasia for a reduced total fee on both tools.

#### *Social Skip*

<http://www.socialskip.org/home>

SocialSkip is a tool that can be applied to a video in order to track video-user actions, such as how they use the play/pause, rewind/fast-forward feature. SocialSkip can also be integrated with Google Drive in order to include questions or other information alongside the video. SocialSkip is open source, and requires only that users create an account in order to access it.

#### *Sonic Foundry Media Site*

<http://www.sonicfoundry.com/mediasite/>

Sonic Foundry Media Site poses itself as a one-stop shop for creating, publishing, and managing videos. Video can be created through capture tools provided by the Site, and then edited and exported to various video hosting sites for audience consumption. A demo of Sonic Foundry Media Site can be requested from their website in order to explore the tool before making purchasing decisions.

#### *Udacity*

<https://www.udacity.com>

Udacity styles itself as an “online university” that provides a wide variety of interest and practical courses, some of which can be built into a Nanodegree, a credential offered by the platform. Udacity is a platform that follows the MOOC style of online education.

#### *VoiceThread*

<https://voicethread.com>

VoiceThread is a cloud-hosted application, and requires only an up-to-date version of Adobe Flash in order to work. Through VoiceThread, a user can upload and share documents and presentations, and then invite other users to engage with the material via commenting through microphone, webcam, text, phone, or audio-file upload. A VoiceThread has the option of keeping it private, and it is free to use.

#### *WebEx*

<http://www.webex.com>

**Cisco WebEx** is an online meeting tool that allows for video conferencing where tools such as screen sharing and whiteboards are available to meeting participants. These meetings can also be recorded. Access to Cisco WebEx can be purchased by an individual with a variety of pricing packages to choose from.

#### *Windows Journal Viewer*

<http://www.microsoft.com/en-ca/download/details.aspx?id=20771>

Windows Journal Viewer is a free download that allows for non-Tablet PC users to view pages that were created in a Tablet PC Journal application.

*\*Windows Media Encoder*

<http://www.microsoft.com/en-ca/download/details.aspx?id=17792>

Windows Media Encoder is compatible with older versions of Windows and is still available as a free download from the Microsoft website. Windows Media Encoder allows for users to convert and capture audio and video content, along with screen capture images, to create multimedia files.

*Windows Media Player*

<http://windows.microsoft.com/en-CA/windows/windows-media-player>

Windows Media Player is a video player that is compatible with other Windows audio/visual programs and files. It is often included in Windows operating systems, or can be downloaded for free on the Microsoft website.

*Wink*

<http://www.debugmode.com/wink/>

Wink is a tutorial and presentation software. You can use Wink for screen capture, then add your own notes and titles. Wink is free to download.

*YouTube*

<https://www.youtube.com>

YouTube is a video hosting and streaming site that is accessible for uploads, and is searchable to anyone, for free. It is possible to set up password-protected YouTube channels.

### **Unknown Tools/Programs**

The following tools were mentioned in the literature but information about them could not be found. It is assumed that these tools and programs are no longer in use, and are now defunct.

*Authoring on the Fly*

*Horizon Live*

*Logic Matters*

*LiveApp*

## APPENDIX 2: INTERVIEW QUESTIONS

### **Background Information:**

How often do you create and use videos as a part of your online curriculum?

How long have you been using instructor-created video as a part of your curriculum?

### **Focus 1: How do you use videos in online classes**

Are the videos you create used as a primary source of information in your courses or are they supplementary/optional?

*Prompts/Follow-Up: Are they recordings of lectures? Why did you choose video for delivering this information? How many times do you believe students watch these videos?*

What type of video is your most commonly used video? Would you be willing to show me an example of your work?

*Prompt/Follow-Up: How did you choose this format for this most commonly-used type of video? How long is your average video? Why this length?*

Do you ever ask students to record videos of themselves? If yes, for what purposes?

Do you ever create personalized videos for your students (messages for just one student from yourself)?

*Prompts/Follow-up: Do you use Skype or other video messaging services with students? How often? For what purpose? How long is your average Skype session?*

Have you ever used a video or screencasting (voice over associated with the viewing of a paper on a computer) technology to provide feedback to a student?

*Prompts/Follow-Up: What kind of platform did you use? Did you find it more convenient to provide feedback this way as opposed to written feedback (email, track changes)*

### **Focus 2: How do you go about creating videos?**

What programs and equipment do you use?

*Prompts/Follow-Up: Were these programs and equipment difficult to learn how to use? How/when did you learn to use the programs and equipment? Were they expensive/what was the general cost?*

How long does it take you to film a video?

*Prompts/Follow-Up: How much planning and preparation does it take? Does anyone help you create videos? What is the role that the helper plays?*

Are there any ways you hope to try using video that you haven't had an opportunity to explore yet?

*Prompts/Follow-Up: What are they? How would you use this method? What has prevented you from exploring this as an option in courses (time/money/knowledge)?*

### **Focus 3: What learning outcomes are achieved through your videos**

What caused you to use video for delivering this information, as opposed to text or other methods of information delivery?

Do you feel that using video in your online courses establishes a sense of social presence with your students?

*Prompts/Follow-Up: Do you feel that students are more engaged with the course as a result of using videos to deliver information? Why?*

Do you have methods of determining whether or not students find the videos to effectively be providing them with the tools and information they need to understand and process the learning goals of the course?

*Prompts/Follow-Up: What are they?*

Have students ever given you feedback on videos you have made?

*Prompts/Follow-Up: Was it positive or negative? How have you incorporated this into other videos you have created?*

# APPENDIX 3: VIDEO RELEASE FORM FOR NON-EMPLOYEES



PO Box 1700 Stn CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 721-7211 | Web www.uvic.ca

## Photo/Video Subject Release Form

Date: \_\_\_\_\_

- I authorize units of the University of Victoria to reproduce the photos or video taken of me today in print or electronic media for educational, promotional or other university purposes. I understand that UVic units will contact me and obtain permission before agreeing to allow non-UVic publishers to reproduce any of these photographs.

Name of subject: \_\_\_\_\_

Signature: \_\_\_\_\_

Contact information: (mail/phone/email) \_\_\_\_\_

Name of witness: \_\_\_\_\_

Signature: \_\_\_\_\_

### PROJECT INFORMATION

Project name: \_\_\_\_\_

Project manager: \_\_\_\_\_

Photographer: \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

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### Respecting your privacy

The University of Victoria is committed to respecting your privacy and will abide by the restrictions indicated above in using your photograph and accompanying personal information. The personal contact information you provide above will not be published without your permission. It may be used to contact you to discuss matters pertaining to the use and reproduction of your photo or video and it may be shared with other UVic employees for this purpose. Any personal information you provide is managed according to the British Columbia Freedom of Information and Protection of Privacy Act (FOIPPA). You have a right of access to the collected information. If you have questions regarding Freedom of Information or Protection of Privacy, please contact the Office of the University Secretary (250) 721-8100, which coordinates all formal FOI requests for the University.